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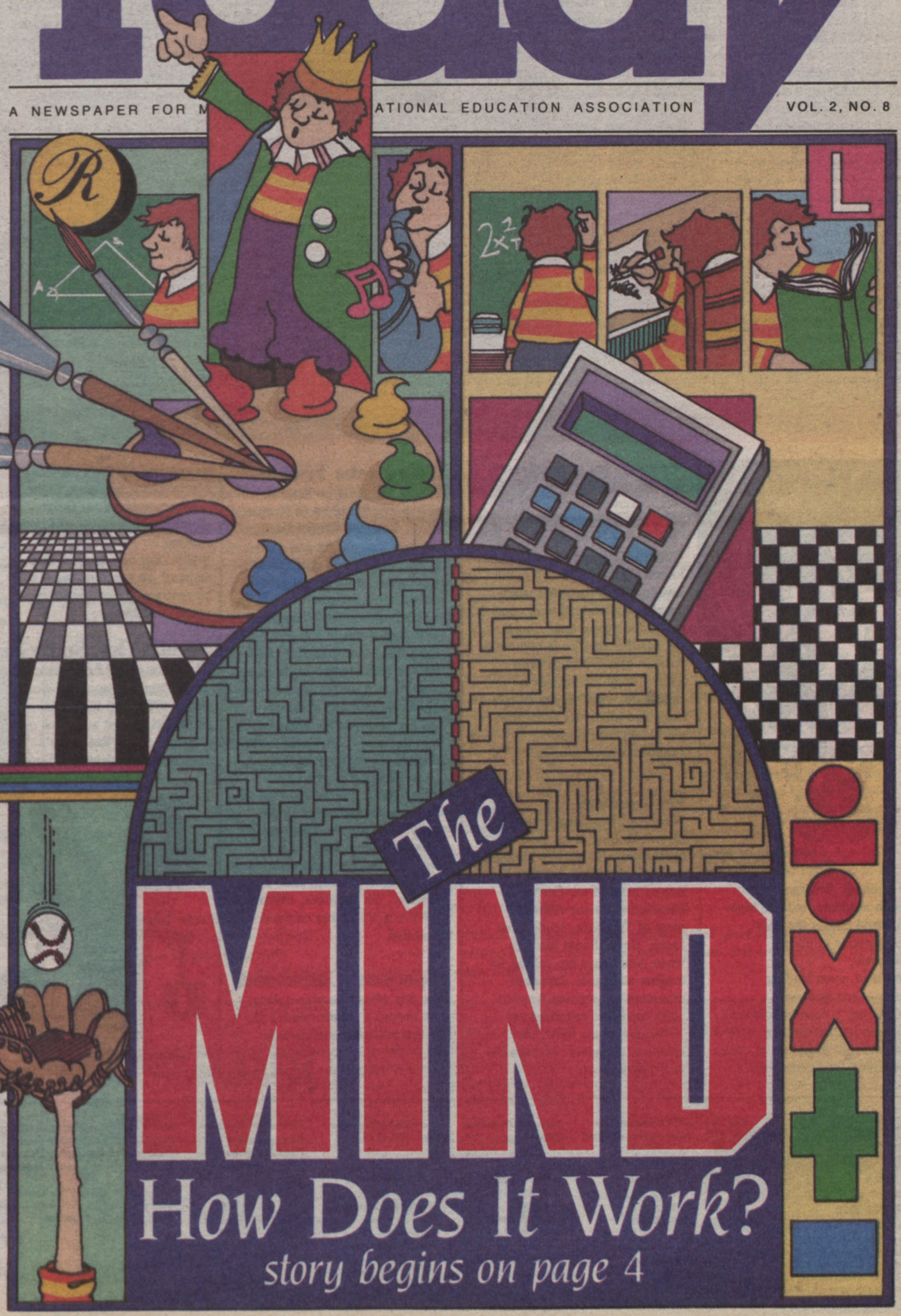

The MIND

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PRESIDENT'S VIEWPOINT

A Sentimental Journey

I miss the classroom. A lot. And I recall with special poignancy the season of nostalgia—those end-of-the-school-year days when I'd wonder if I could have helped Jamie more or somehow found a way to bolster Susan's confidence. Days when I would become melancholy remembering the joys and the heartbreaks, the frustrations and the triumphs. Days when at last I could laugh about that morning I locked my keys—and my lesson plans!—in the car.

This introspective habit lingers. And as I reflect on this past year—my first as your president—my fondest memories are of your grace under pressure, your toughness when the going got toughest.

My visits with you, with so many thousands of members of the NEA family, rejuvenate me. When I've walked into your schools and classrooms in Manchester, Ohio, and Boise, Idaho, and so many other places, I have been moved by the love I've seen, by the dedication, by the sight of students proud to be learning and learning to be proud.

When I met you at Association meetings, your energy lifted from me all weariness. And when you so kindly thanked me for my efforts to forward our shared commitment to quality education, you gave me a gift that I will always cherish.

I've received a number of plaques and awards this year. And I appreciate them. But your inspirational efforts remain my greatest reward.

There's so much that's been gratifying this year. When the President's Commission issued *A Nation at Risk*, our Association could have retreated. Instead, we rallied. We did not flee the challenge of reforming education. We welcomed it. And we got down to work.

Joe Di Dio

NEA President
Mary Hatwood Futrell

As we continue this labor of love, the question that I ask myself each day is—What more can I do to help you? As you carry the burden of educating the nation's students and so ensuring the health and vibrancy of our democracy, how can I be of aid? These are not rhetorical questions. I need answers. And I need your help.

You know, when I've been on the road this year, the comment I've heard from so many of you is—How nice to see that you're more than a picture. How reassuring to find that there really is a live, walking, talking version of Mary Futrell.

Well, let me assure those of you I've been unable to meet that indeed there is a real Mary Futrell. And I not only walk and talk—I laugh and cry and think and care. And I listen. So I want to hear from you—even if, regrettably, that has to be by letter rather than in person.

I recently found out just what a treasure a letter from you can be. Judge Brown, who teaches at Fort Dodge (Iowa) Senior High, wrote to tell me that one of his students—Mike Fellers—questioned my consistency. How, asked Mr. Fellers, could I talk with such pride about educators while at the same time demanding more rigorous teacher training programs?

This perceptive student's question was a good one. It deserved a reply. And I want to share with you some thoughts from the letter I sent him.

I told Mike that I believe the teachers of America are extremely competent, dedicated, and caring. But I added immediately that complacency is the enemy of excellence—that sustaining excellence requires diligence, the courage to experiment, the willingness to change.

I only regret that I failed to tell Mike how well our Association members understand this principle. This past year attests to that. We've been boldly experimental. We've engaged ourselves in a massive self-improvement project. We've changed.

And—in the interest of excellence—we'll change again. That's why it's now time for me to move from looking back with pride and gratitude at your accomplishments to looking ahead to the challenges that await us and the changes these challenges will demand.

I know, now more than ever, that you are equal to the task.

TRENDS

Micro Worship

The ominous message echoes through academe: today's high-tech world damns the computer-illiterate to eternal irrelevance.

But now, even leading experts—such as David McCracken, computer science professor at City College of New York and past president of the Association for Computing Machinery—are questioning the wisdom of this new religiosity. McCracken calls computer literacy an overrated fad—"the new math of the 80s."

And MIT computer scientist Joseph Weizenbaum offers this caveat: "Take the great many people who've dealt with computers for a long time... and ask whether they're in any better position to solve life's problems. I think the answer is clearly no. They're just as confused and mixed up about the world and their personal relations as anyone else."

Peek-a-Boo

While we're looking at them, they're looking at us. And everybody likes what they're seeing.

That's the word Ernest Boyer, head of the Carnegie Foundation for the Advancement of Teaching, sends from Japan. Boyer found that just when Americans are calling for tougher standards, Japanese educators are seeking ways to relax academic requirements.

We envy their rigor, they envy our openness. Perhaps the twain shall meet.

Where's the Trickle?

Women and children have unfairly borne the brunt of Reagan budget cuts, and the burden threatens their health and security, according to a coalition of 78 religious, civil rights, labor, and women's groups.

The Coalition on Women and the Budget notes in a recent report that more than $100 *billion* has been slashed in the past three years from programs helping women and children. And for every dollar squeezed from the needy, $4.15 has been added to the military budget.

Commenting on the Coalition's report, the former head of the Equal Employment Opportunity Commission, Eleanor Holmes Norton, said the Reagan priorities are creating weaker, not stronger, families and hungrier, not healthier, children.

NEA is a member of the Coalition.

'Spacious' Classrooms

The day when you plan a vacation aboard a shuttle headed for the nearest space station may not be far off, according to James Abrahamson, former astronaut and NASA's associate administrator for space flight.

Make reservations early: Abrahamson predicts stiff competition for room on shuttle flights. But he's hopeful that some of the space in space will be reserved for educators and young students.

Scruffy Out, Spiffy In

The attire would have made you a laughing-stock (or worse) in the 1960s and would have provoked at least a snicker or two in the 70s. But today's high school students have nothing to fear when they don three-piece suits and modest, well-tailored skirts and blouses.

USA Today recently gathered evidence from across the country that the stylish is back in style. The shabby and shaggy look has all but disappeared. And that's not the result of harshly imposed dress codes. In fact, one Oklahoma school administrator reports placing teachers and parents on the dress code committee—in order to prevent students from making the rules too strict.

Oink If You Love Jordache

Women Against Pornography recently presented its plastic pig award to nine companies for ads degrading to women. Among them:

► Jordache Enterprises for an ad that "reduces women to their sexual parts...."

► Mattel Inc.'s Poochie Glamour Nails for showing young girls as hung up on their looks.

► Gillette Co. for a Daisy razor ad showing a female police officer dancing out of her precinct headquarters in hot pants.

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ON TO SAN FRANCISCO

NEA Pushes for Education Planks As Dems Debate Party Platform

Diana Walker/Gamma-Liaison

Diana Walker/Gamma-Liaison

As the primary/caucus season winds down to a final few key contests, the Democratic Party Platform Committee continues the vital work of developing a set of policy guidelines for the Party's Presidential nominee.

NEA members are playing an important role in the platform-writing process. As we go to press, 13 of the more than

Don Cosper

100 Democrats serving on the platform committee are Association members. Other Association activists have testified at the committee's regional hearings, which began last January and will continue through June. Committee chair is Rep. Geraldine Ferraro (D-N.Y.).

NEA also plans to testify on the Republican Party platform, as soon as the writing process is announced. Earlier regional hearings were cancelled.

Testifying in Birmingham this spring, Alabama Education Association President Nancy Worley (*photo*) reminded the Democratic panel that "education is a national priority, deserving of a commitment at all levels of government." Underlining the contributions the federal government has made to education since the 1960's, Worley noted that "we face an Administration that has eliminated or severely crippled many of these positive programs."

Worley called for renewed support for the American Defense Education Act (ADEA), which the Party's midterm convention endorsed in 1982. ADEA, though federally funded, would help local communities to design their own programs for improving education.

As the policy discussions continue, dozens of NEA members elected as Mondale delegates are making their plans for the Party's national convention in San Francisco.

One Mondale delegate—Grace Bunn of Illinois—eagerly awaits the July convention, which will be her first. But Bunn, a veteran of 25 years in the classroom, is really looking forward to January 20, 1985, and the swearing in of Walter Mondale as the next President.

Her hometown of Morton, like all the other towns around Peoria, has been devastated by the recession.

"The President says the economy's turned the corner," says Bunn, "but I don't see it here." What this fifth grade teacher at Ward Grundy School continues to see is widespread unemployment—and once-stable families distressed and uprooted.

"It angers me," adds Bunn, "that we spend so much of our resources for military purposes and forget people who need help." *—Bill Fischer*

The Mondale Plan for Education

Walter Mondale has no peer when it comes to support for public education. For over 20 years in government office, he has championed the cause of education at the highest levels. What would he do for education as President? A year ago, Mondale outlined this five-point plan to put educational excellence at the top of the national agenda:

★ Establish a national Fund for Excellence that would, when fully phased in, direct $4.5 billion a year in new federal resources to help local communities carry out their own strategies for excellence in education.

★ Provide $1 billion a year to institute a new "Education Corps" to attract talented, committed people into teaching, support continuing education for teachers, sponsor research to improve math, science, and language curricula, and cut federal red tape. Said Mondale, "We cannot have good schools without good teachers....We must stop blaming teachers and start helping them. That means we must reward, honor, and respect them—from the local level to the White House."

★ Invest $1 billion a year to strengthen federal higher education programs. This would mean more aid for talented students who want to attend college, a recommitment to equal opportunity, improved university research centers, and larger investments in civilian research and development.

★ Expand federal Chapter 1 funding by $3 billion a year to guarantee a fair chance for every American child. The Mondale plan would also restore cuts in federal aid to bilingual education and education for the handicapped—and would enforce civil rights laws that assure equal educational opportunity.

★ Invest $1.5 billion to increase higher education Pell grants and student loan programs, expand other campus-based aid programs, and renew support of historically black colleges and universities.

Running for NEA-PAC

Here's your chance to run the socks off the colleagues who'll be representing you at the NEA Representative Assembly this summer in Minneapolis.

All you have to do is pitch in and contribute to NEA's Political Action Committee, giving your donation to your delegate before he or she leaves home, for immediate forwarding to NEA-PAC.

Early on the morning of June 29, delegates will compete in one of two events—a 10-kilometer (6.2-mile) road race for the serious joggers, and a one-mile race/walk for the more leisurely pacers.

Within each race, delegates will run for various "offices" based on the amount of the NEA-PAC contributions ("filing fee") they've raised back home. The offices are Presidency ($500 or more), Senate ($250 to $499), and House of Representatives ($100 to $249).

Delegates who can't raise $100 won't be left out, though. Total contributions of from $50 to $99 will entitle your delegate to run as a campaign manager, $25 to $49 as a field coordinator, and $10 to $24 as a precinct captain.

Each runner will receive a T-shirt—and all donors will share the even greater reward of having contributed toward stronger public schools.

GRAY MATTERS. . .

The Mi

How Does

A three-pound bundle of nerve cells, chemicals, and electrical impulses distinguishes each of us from anyone else who has ever lived. The human brain is the greatest wonder of our world, and it's what educators work with every day. From art to reading, physical education to social studies, the brain learns facts and procedures and sends orders to the eye, the hand, the rest of the body. The way the brain works determines the way students work—and the way educators must work. In recent decades, our ideas about how the human brain learns and thinks have changed rapidly. The theories are diverse, but they have elements in common—notably an emphasis on the brain's individuality that calls for tailored instruction. Here are two current lines of thought about this organ of knowledge seeking to know itself.

HISTORY

Every morning the Komodo dragon creeps out of its lair, basks for a while, and begins another day of unvarying routine. The offspring of this 10-foot lizard spend their first year in the trees, knowing that they are included in their parent's diet.

The habitat of the Komodo dragon isn't only Indonesia, but in a sense the human brain as well, contends Dr. Paul MacLean of the National Institute of Mental Health. For three decades, working with animals from lizards to monkeys, MacLean has examined the functions of the different parts of the brain in light of their evolution.

MacLean's studies have produced the theory of what he terms the *triune brain*. The three layers that make up the brain, says MacLean, seem to represent steps in evolution, from the innermost, "reptilian" brain through the "old mammalian" limbic system surrounding it to the "new mammalian" neocortex.

The reptilian brain, says MacLean, governs animal behavior that's considered instinctive or influenced by peers—ritual, habit, deception, imitation of peers, obedience to custom. This kind of behavior enables people to seek food, maintain a home, procreate, pick leaders, and form social hierarchies.

In the classroom, it shows up in students' challenge and courtship displays, ganging up on a newcomer, grooming under stress, adherence to fads.

The limbic system seems to give animals the family feelings that lead to nurture, play, and communication. It's also the seat of memory, identity, and feelings that probably show up in people as strong convictions, right or wrong.

The neocortex provides reason, language, hearing, and foresight, combining an unemotional ability to figure things out with the latest wrinkle in brains—the capacity for empathy.

The three brains harbor different kinds of chemicals and can work fairly independently. Only one of them uses language. The result is a gulf between thought and feeling, between primitive prejudices and enlightened self-interest. "The greatest language barrier," MacLean says, "lies between us and our animal brains."

Given the "cold-bloodedness" of the reptilian brain, the baseless convictions of the limbic system, and the computer-like efficiency of most of the neocortex, does MacLean see much hope for humankind? Education, he believes, is our best hope for survival.

"No one can argue that we are entirely a product of our genes," he points out, "and that there is not some degree of freedom to change the way things are."

GEOGRAPHY

The research took off in the 1960s, spearheaded by Nobel Prize winner Roger Sperry. It showed that the two hemispheres of the brain's neocortex have specialized tasks: the left verbal, the right spatial.

The cry, too, comes down from the 1960s: the schools are dehumanizing America's children! But today it comes in a little different form, drawn from that research: the schools are "left-brained" institutions trying to force "right-brained" children into a mold they never can fit.

Is there a war between schools and children—especially those whose gifts are less verbal than artistic, social, or athletic?

Things aren't quite that simple, says neurobiologist Jerre Levy of the University of Chicago, writing in *Student Learning Styles and Brain Behavior* (see resource list on page 5). Levy represents many other serious researchers in the field when she points out that neither brains nor schools can be summed up so neatly. She cites two widely believed myths: that "rationality only characterizes half the human brain, and that logical reasoning and creativity are polar opposites."

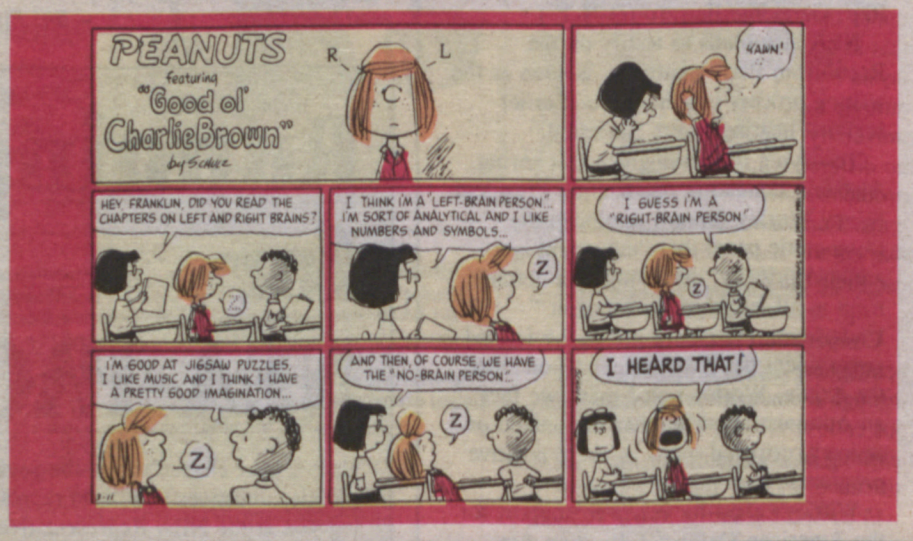
Levy rejects the conclusions based on these myths: "that western concepts of intelligence refer solely to left-hemisphere processes, that standard intelligence tests measure only left-hemisphere processes, and that any real creative insights derive from the right hemisphere."

Levy contends that while the two sides of the brain differ in important ways, "the nature of these differences has little connection with the popularized picture, and the implications for human cognition and emotion are not what has been propagated."

Levy says it's true, for example, that the left hemisphere controls most speech, reading, and writing, while the right can generate speech only rarely—but the right hemisphere can also understand about as much speech as a normal 12-year-old and read a little. The right brain excels at the relatively spatial tasks of geometry, the left very probably at the more analytic ones of algebra.

Music and art are no more limited to the right hemisphere than reading and math are to the left. Music requires a recognition of sequences, a function that relies on the left hemisphere. After a stroke injured the left side of his brain, Levy notes, the composer Maurice Ravel never produced another piece of music.

We shouldn't assume that a child who can't do one kind of task won't be able to do another task just because it's supposedly a function of the same side of the brain, warns developmental psychologist Howard Gardner of the Harvard Graduate School of Education and the Boston University Medical


PEANUTS
featuring "Good ol' CharlieBrown"
by Schulz
R
L
YAWN!
HEY FRANKLIN, DID YOU READ THE CHAPTERS ON LEFT AND RIGHT BRAINS?
I THINK I'M A "LEFT-BRAIN PERSON"... I'M SORT OF ANALYTICAL AND I LIKE NUMBERS AND SYMBOLS...
I GUESS I'M A "RIGHT-BRAIN PERSON."
I'M GOOD AT JIGSAW PUZZLES, I LIKE MUSIC AND I THINK I HAVE A PRETTY GOOD IMAGINATION...
AND THEN, OF COURSE, WE HAVE THE "NO-BRAIN PERSON."
I HEARD THAT!

. . . IN THE CLASSROOM

ND It Work?

Jill Cannefax

"Relax to learn," says Oregon's Steve Cooter.

Brain Theory . . . in Action

"Calm down the left hemisphere—it normally gets in the way of learning—and wake up the right one. That way the students can take in long strings of things to remember."

That's Association member Steve Cooter explaining how he gets results in his English literature, writing, and grammar classes at Chemeketa Community College in Salem, Oregon. Cooter uses classical music, assumed names, and an attitude of unshakable acceptance to make students comfortable "so they can learn."

Assumed names? "On the first day of class, I have each student choose a name that's appropriate to the subject—in my writing classes, for example, an author's name; in a grammar class, maybe a part of speech. They start out the course smiling and relaxed."

How does Cooter remain accepting and still let students know they've made a mistake? "I don't call any particular attention to a mistake," he explains. "I'll say, 'That was a perfect mistake for learning' and then explain it."

Cooter bases his techniques on the methods of Bulgarian educator Georgi Lozanov, whose book *Suggestology and Outlines of Suggestopedy* appeared in this country in 1978.

Six years ago Cooter heard about suggestology and went to the Lozanov Institute in San Diego to see whether he could really learn a usable amount of Spanish in six weeks, and if so, how.

When he returned, speaking Spanish, he began to read books like Sheila Ostrander's and Lynn Schroeder's *Superlearning* and materials from the Society for Accelerative Learning and Teaching in Ames, Iowa. From sources like these and from experience he developed the approaches he uses today.

"Repetition, stories, games—anything that's reminiscent of childhood is comforting for people and helps them remember," Cooter asserts. To help his students remember grammar rules, Cooter has written a text patterned on 17th century grammars, which used rhyme and pictures to make information memorable. Whatever he wants students to remember for a long time appears on a lefthand page. Because each brain hemisphere controls and receives data from the opposite side of the body, this information will go straight into the right brain, the seat of long-term memory.

"In three weeks, everybody in the class can discuss grammatical theory—with mistakes, but the students correct themselves in time," says Cooter.

He adds in some bemusement, "I found out that I'm the only one in the country who's applied this method to an entire class in any field but foreign language. If I'd known that sooner, I might not have have had the courage to try it."

School. Gardner's work with brain-damaged people has shown, for example, that patients who can hardly talk (and presumably have injured left hemispheres) can get the point of a story, while others with damage to the right side have no trouble with language but cannot get the point.

Math and education professor Frank Swetz of Pennsylvania State University challenges another myth: that the right side of the brain, governing spatial perception, is stronger in males than in females. He discovered that at age 13 boys and girls in Malaysia had no significant difference in attitude towards math. Then, testing university students, he found virtually no difference in success at solving problems, including geometry problems. Further research may establish that culture determines the way people use their brains, Swetz suggests.

Cooperation between the two hemispheres, which physically occurs through a connection called the corpus callosum, makes possible the learning of both facts and their significance, of both details and structure.

Behavioral scientist Marie Banich, who works with Levy at the University of Chicago, is studying communication and cooperation between the hemispheres. The left brain provides details, the right knows how to arrange them, she says, and too much activity or too little on either side will keep a person from functioning well.

"Suppose someone draws a car," she says. The right hemisphere alone would provide the outline but no details—no headlights, hubcaps, door handles. The left hemisphere alone would produce these details, but scattered all over the paper, not arranged to form a car. Schizophrenics have too much activity in the left half of their brain, so their minds produce too much detail without arranging it realistically. It's the balance of activity that's crucial."

Communication between the hemispheres is the other crucial factor in productive thinking. In hyperactive children, for example, this communication is very limited, says Banich. And in patients whose hemispheres have been severed from each other, attention span on a particular task drops to 30 percent in 10 minutes while normal people are able to do the same task at 90 percent attention for an hour.

Since school tasks, like life, require students both to collect information and to organize it—to use both the analytic capacity of the left brain and the holistic outlook of the right—full understanding, whether in "intellectual" or "creative" subjects, requires the sophisticated cooperation of both halves of the brain.

The more complex the task we face, Levy asserts, the more closely the two halves of our brains cooperate. Very simple tasks that one side of the brain can handle virtually unaided reduce the ability to sustain attention (just as severing the connections between hemispheres does). The result is boredom and poor learning. Normal brains are built to be challenged.

People differ in the extent to which they use the two halves of the brain. But these preferences, Levy stresses, indicate only the easiest way to introduce material to a student—"not the type of understanding we want the child to gain or the hemisphere we want to educate. The child whose left hemisphere is the more active will learn to read most easily through phonics, for example, but should develop the ability to sight-read fluently, while the child with an active right hemisphere may learn first through the whole-word method but will eventually need to be able to decode new words phonetically."

The lesson for teachers: balance ease with challenge. Present material in a variety of ways. For some tasks, ask students to work as individuals; for others, in small groups or as a class. Mix stillness, motion, talk, music in your classroom. And know which of these make learning easier for Billy, which make it harder for Rose.

"Because different kids deal differently with new things," Marie Banich points out, "they'll all learn the most when you teach in as many ways as you can, to catch all the kids and as many parts of the brain as possible."

—Jane Power

Resources

National Association of Secondary School Principals. *Student Learning Styles and Brain Behavior*. Reston, Va.: NASSP, 1982.

National Society for the Study of Education. *Education and the Brain*. 77th Yearbook, Part 2. Chicago: the Society, 1978.

HUMAN RIGHTS

Don Smith

During sensitivity workshops on START Day, students at New Jersey's Tenafly Middle School experience briefly the impairments of the elderly. Left: finger-restricting bandages simulate arthritis. Right: gauze blindfolds obscure vision.

From Prejudice to Tolerance:

Turning the Tide

Three years ago parents and administrators came out of a meeting at Tenafly (N.J.) Middle School to find swastikas soaped on cars parked around the building.

When Association member Shirley Bernard, an English and reading teacher at the school, heard about it she was determined to do something to help put an end to such racism. "I knew in my heart that education could be a powerful tool in combatting intolerance," she recalls.

After studying prejudice during a six-month leave of absence, Bernard decided to test out her thesis with an all-day sensitivity program for the 573 students at Tenafly Middle School—along with pupils from nearby Alpine and Mt. Carmel schools, who would be bused in for the occasion.

With the help of school administrators, parents, and community leaders, Bernard organized the program, recruited speakers, and raised $6,000 to cover videotaping and other expenses.

START (an acronym for Sensitivity Today and Respect Tomorrow) Day became a reality on March 14, 1984. Some 46 people from all over the country and as far away as Holland made presentations. Each student attended three or four workshops, choosing from a list of topics ranging from sexism in education to Armenian genocide.

The focus throughout the day was on bias and prejudice against racial and religious groups, the handicapped, the aged, and women. The young teens participated in sessions about the Holocaust and Japanese-American internment camps during World War II, religious bigotry in the United States, the harm children do when they call one another names, how handicapped people live with physical impairments, and what it feels like to be old.

Workshop leader Mary Lou Balog, the daughter of a judge assigned to Nuremburg, Germany, for the war trial of Alfred Krupp, spoke of the atrocities of Nazi crimes.

"If young people like you have the courage to stand up," Balog told students, "perhaps you can prevent other young people from going through what happened in Germany."

Students found the workshops moving and motivating. "I was in the workshop about teasing people and how it feels," said one girl, "and I was thinking that I'm one of those people who make fun of others. I decided to watch what I say, because names can hurt a lot."

Eighth grader Andra Brill wrote Bernard a note: "...My only regret is that START days aren't mandatory throughout the world. After school yesterday I asked myself what I could do about all the prejudice in the world. For now, my answer is to try and make other people aware of their prejudices and try to conquer mine."

—Vicky Lytle

Far Right Hits Academic Freedom

A set of regulations drafted recently by the U.S. Department of Education poses a major new threat to academic freedom.

If adopted, the proposed rules would give license to the federal government to harass public school teachers who offer such courses as sex education, drug education, values education, civics, government, and almost any kind of instruction that involves discussion and inquiry.

The regulations seek to put teeth into a law that's been on the books for six years but never enforced—Utah Republican Sen. Orrin Hatch's 1978 "child privacy" amendment, designed to protect students from being taught values different from their parents'.

The regs—issued by the Department in February under pressure from Phyllis Schlafly's Eagle Forum and other ultraconservative groups—would require schools to allow parents to inspect *all* instructional materials, including teachers' manuals, to be used in connection with any "research or experimentation program or project" (meaning any program designed to explore or develop new or unproven teaching methods).

The regs also limit the conditions under which students could be subjected to psychological or psychiatric testing and treatment. Right-wing groups define classroom techniques like role playing and values clarification as a form of psychological testing.

Bypassing local authorities, the regs would impose federal control by setting up an office within the Education Department to "investigate, process, and review" complaints that a teacher or school was violating the Hatch amendment. If compliance wasn't forthcoming, the Department could cut off federal funds for that program only.

NEA, the National PTA, the American Association of School Administrators, and other major education groups have all filed comments opposing the regs and asking the Education Department to rewrite or drop them.

—Vicky Lytle

WASHINGTON WATCH

The 98th Congress will be in recess for much of the time between now and the November elections. In the barely 40 working days that remain as of June 1, some big-ticket issues vie for the lawmakers' attention.

✓ Rep. Carl Perkins (D-Ky.) has kept his promise to get the NEA-backed **American Defense Education Act** on track for passage this session. At press time his House Education and Labor Committee had scheduled markup of the bill for mid-May, clearing it for House floor debate. The bill, which would provide billions of federal dollars to fund locally designed school improvement programs, has 230 cosponsors in the House. In the Senate, where the ADEA now has 27 cosponsors, NEA is pressing for markup by the Labor and Human Resources Committee.

✓ The impending House action on ADEA prompted a full-blown lobbying blitz in early May by the **Congressional Contact Team**, the Association's grassroots lobbying network. Some 130 team members, joined by about 50 state Association staffers, converged on Washington for some face-to-face politicking with specially targeted legislators. Back home, team members spearheaded a letter-writing campaign they project will generate 100,000 pieces of personalized pro-ADEA mail to Congress by the end of June.

✓ Meanwhile, prospects remain uncertain for raising education's share of the **federal budget** above the $15.4 billion total that President Reagan proposed for fiscal year 1985. The House has voted to raise the spending target for federal education programs to $17 billion, and at press time NEA was seeking to persuade the Senate at least to match this figure. It would take $21.1 billion in today's dollars just to provide the same level of services as in fiscal 1980, when the Reagan Administration took over.

✓ NEA is lobbying for quick action on the Omnibus Civil Rights Act of 1984, designed to overturn the U.S. Supreme Court's recent *Grove City v. Bell* ruling. The bill (S. 2568 and H.R. 5490) would reestablish congressional intent that if a school or college receives federal aid, the entire institution is covered by Title IX and other laws banning **discrimination** on the basis of sex, race, age, or handicap.

✓ While some of the nation's leaders seem content to talk about improving education, Rep. William Ford (D-Mich.) wants to *do* something. He's introduced a bill (H.R. 5586) authorizing federally funded **"professional development resource centers,"** to help teachers improve their skills and update their subject matter expertise. The goal would be to establish at least one center per state; the funds would be available both to individual school districts and to consortia of several districts. The NEA-backed Ford bill is an effort to provide a successor to the federally funded teacher centers of the 1970s, which have failed to get funding in many states since being folded into the Education Consolidation and Improvement Act in 1981.

Joe Di Dio

Rep. Bill Ford (D-Mich.)

✓ A staggering 80 percent of the nation's schools are not in compliance with an Environmental Protection Agency regulation requiring them to inspect for cancer-causing **asbestos** and inform their communities of the findings, NEA warned the House Committee on Education and Labor in early April. Conservative estimates put the number of schools with hazardous asbestos at 14,000, NEA President Mary Hatwood Futrell pointed out—so more than three million students and almost 650,000 teachers and school employees face health risks. In early May, NEA called on the Environmental Protection Agency to enact a tough eight-point plan the Association developed to eliminate exposure to friable asbestos in schools as soon as possible.

✓ Nine expiring federal aid-to-education programs will get a new five-year lease on life if Congress passes an omnibus bill that consolidates the programs under one **reauthorization** umbrella. NEA strongly supports H.R. 11, which would extend—and most likely substantially alter—provisions for adult education, bilingual education, impact aid, women's educational equity, the National Center for Education Statistics, the National Assessment of Educational Progress, Indian education, asbestos detection and control, and immigrant education.

INTERNATIONAL

CHILE ABANDONS PUBLIC EDUCATION

Rick Reinhard, © 1983

School now ends at age 10 for many Chileans, and only 40 percent attend high school. Here students and workers protest in the streets of Santiago, September 1983.

Closing Down the Schools, Closing Out the Students

by Fred J. Solowey

What would happen to our public school system if Ronald Reagan's most zealous right-wing supporters were given a free hand?

There's a good chance it would become a carbon copy of Chile's. In that South American nation, over the past 10 years, dogmatic "free market" economists trained in the U.S. have effectively dismantled a once-thriving education system.

What's happened to Chile's public schools is a sad reminder that no nation's citizenry can ever afford to take public education for granted. Before 1973—when a bloody military coup toppled Chile's elected government—education was a top priority, making up 20 percent of the national budget. After the coup, Chile's new rulers—under General Augusto Pinochet—banned all opposition (including the 100,000-member education workers union) and launched an offensive against the schools. By 1975, education spending had been cut nearly in half.

"It's a traditional right of Chilean young people to go to free public schools," notes Alejandro Traverso, a math teacher and secretary-general of the new Association of Chilean Teachers (AGECH). "That right has been destroyed."

Today, Traverso explains, schooling for most children of working people ends at age 10. At least 80 percent of the schools are now privately run, he calculates.

"Secondary school now often costs $25 per month, an impossible sum for workers to pay," adds Traverso, "and I would estimate that only 40 percent of those of secondary school age are actually in school."

Likewise, the universities admit only one-quarter as many students as a decade ago.

But the government's "free market" approach to education has never included a "free marketplace" approach to ideas. The curriculum is rigidly regulated.

"Students are being denied much that they need to know," Traverso says, adding that many teachers go beyond the official curriculum despite the risks.

Teachers—especially those involved in the fledgling AGECH—have faced firings, arrests, torture, and even death for their defense of their organization and education. Such human rights violations have been protested by NEA and the World Confederation of Organizations of the Teaching Profession.

AGECH has only been allowed to exist since 1981 and still isn't allowed to bargain collectively. It relies, to a great extent, on international protests against the government's anti-teacher actions.

But AGECH leaders are buoyed by the massive wave of protests that's swept Chile this year.

"The students want a democratic education system," says Traverso, "and they won't stop until they get it. The government designed an education system to make the workers obedient and the students good citizens for Pinochet. In this, it has failed completely."

Rick Reinhard, © 1983

Chilean children gather at a church soup kitchen. Church figures put child malnutrition as high as 75 percent. School milk and feeding programs have been drastically cut.

Fred J. Solowey is a labor journalist based in Washington, D.C.

Internationalism—at the State Level

NEA's Office of Peace Programs and International Relations (PIR) is now working to help state Associations develop committees to promote peace and international relations activities.

These committees might, for example, provide local Associations with news about matters that concern teachers worldwide or about teachers' organizations in other countries. They'll be able to refer individual members to relevant teaching materials—or provide hosts for educators visiting from overseas.

The state committees will also set up projects to improve instruction—for example, by offering awards for outstanding school programs in peace and global education or establishing intercultural education centers.

The Michigan and West Virginia Education Associations already had committees when the PIR project began. The District of Columbia, Colorado, and Massachusetts have now set up committees, and Oregon, Montana, Illinois, and Pennsylvania have made plans to do so. At press time, other states considering participation are Kansas, Washington, Missouri, South Carolina, Idaho, and Texas.

Learning About Africa—and About Caring

"There's terrible suffering over there, and many things we can do to help," says retired Association member Joanna Wood. "It's just a case of raising people's awareness."

Wood, a former teacher and librarian in the Washington, D.C., schools, has found a way to mobilize help for rural Africa. As an active member of a private, nonprofit organization called Africare, she has the chance to back projects in countries in any part of Africa, from Senegal to Somalia, Egypt to Lesotho.

"Africare enables people to help themselves—by raising food, getting a good water supply, and improving their health care and schools," says Wood. "It can also help teachers spark students' awareness of the needs and strengths of African countries."

Africare doesn't just sponsor projects, though: it helps Americans learn about Africa—and learn from African culture—through discussion groups, seminars, and tours.

If Africare sounds like a natural aid for teachers, it is. To find out how your class can get involved, write the Africare-NEA Project, 1601 Connecticut Ave., Washington, DC 20009, or telephone (202) 462-3614.

State Side

MIDWEST

How many taxpayer dollars are being siphoned off into private schools in Illinois? The Illinois Education Association (IEA) wants to know, and so do the state's associations of school administrators and school board members. So they've teamed up to conduct a statewide survey.

"We're concerned about efforts during recent years to pass laws that would expand the use of state and local funds for programs for private school students and their families," says IEA President Reg Weaver. "If we can document the extent to which private school students *already* benefit from public funding, we can better challenge these demands."

The survey, now being distributed to each of the state's 1,008 school districts, asks for information about expenditures over the past two years for driver education, special education, and various classroom programs that cover private school students.

SOUTHEAST

The nation's first statewide merit pay plan for teachers—scheduled to go into effect next winter in Florida—is already coming up lacking: many of the state's best teachers won't quality for the $3,000 bonus.

In 1983, 48 counties in the state named teachers of the year. As the law is written, only 17 of these outstanding teachers qualify for merit pay.

Legislators defending the merit pay scheme argue that the teacher-of-the-year selection process is "just a popularity contest" that doesn't really indicate merit.

The merit pay law, passed last spring, says only teachers with a master's degree in the area they teach will qualify for the bonus. Of the state's 48 designated top teachers, 21 don't have master's degrees, seven have master's degrees that don't meet the guidelines, and two aren't sure if they qualify because the guidelines need further interpretation.

"We're attempting to work with the governor's office and the cabinet to improve the Florida Meritorious Instructional Personnel Program," says Florida Teaching Profession-NEA President Ruth Holmes. "Our criteria have been fairness, equity, and administrative feasibility. With so many teachers left out, FTP-NEA doesn't believe this is the way to reward meritorious teachers."

IN THE SUNFLOWER STATE

Mike McGugin, K-NEA

Relaxing at the close of the 1984 legislative session, the speaker of the Kansas House of Representatives—Republican Mike Hayden—receives K-NEA President Nancy Lindberg's thanks for his crucial support of Association-backed bills.

Legislators Deliver for Better Education

Thanks to strong lobbying that began last summer—by legislative contact teams and elected leaders—Kansas-NEA members got nearly all their 1984 legislative agenda passed this spring, making this the Association's best legislative session in the past decade.

Included on the agenda was K-NEA's own Kansas Plan for educational excellence. Elements of the Plan that passed:

►Statewide teacher salary increases averaging 10 percent.

►Establishment of state matching funds for statewide in-service programs.

►Establishment of a professional board exam for newly certified teachers.

►A resolution urging the state board of education to develop, implement, and pay for three-person panels in school districts that would advise entry-year teachers and decide whether to recommend them for certification.

In addition, K-NEA lobbying defeated two anti-teacher bills: an unsound merit pay plan and a proposal to allow school boards to cancel a primary contract if a teacher refused to accept a secondary contract—for lunchroom duty, coaching, or other work.

K-NEA also won passage of a law requiring school boards to accept unanimous decisions by panels investigating due process violations.

And the Association persuaded the lawmakers to require that any investigation of child abuse that brings police onto school grounds be done by officers in plain clothes. (K-NEA sought this provision because of an incident in which a uniformed officer interviewed a teacher about a case of parental abuse in full view of the teacher's class. The officer's presence gave rise to a flurry of rumors, which—given the nature of the case—the teacher could do nothing to dispel.)

Looking back on the 1984 legislative session, K-NEA President Nancy Lindberg observes, "We've seen strong bipartisan support for those issues critical to the future of public education in Kansas. We hope this support will continue so that Kansas teachers' salaries will reach the national average by 1986."

PACIFIC

A year after winning a hard-fought election for the right to represent the 19,000 faculty in the 19-campus California State University, the California Faculty Association is working hard at taking care of members.

Within three months of winning bargaining rights, CFA had negotiated and ratified the faculty's first comprehensive three-year agreement. Key contract provisions: a grievance procedure with binding arbitration that's already proven highly effective, and the capability to expand use of sabbaticals and leaves for faculty development.

Meanwhile, CFA leaders set about the task of healing wounds and uniting faculty after the long and sometimes bitter election campaign. CFA amended its constitution, providing a "unity membership program" to encourage nonmembers to join. Rather than wait for incumbents' terms to expire, for example, new members can elect special representatives for limited terms on the CFA board of directors.

WEST

In Utah, long the state with the highest average class sizes in the country, the Association has finally won a victory for quality education.

Earlier this year, the Utah legislature passed a budget that gave education a small increase but did nothing to reduce class size. The legislators made a procedural error, however, and had to come back and pass the whole budget over again at a special four-day session at the end of March.

As it turned out, the budget rerun was a break for education. By the time the lawmakers got back to Salt Lake City, state budget officials were projecting a $12 million budget surplus, due to greater-than-expected increases in state income.

Of course, it didn't immediately occur to the lawmakers to spend some of that money on reducing class size. But the Utah Education Association quickly raised their consciousness through a series of full-page newspaper ads, accompanied by a barrage of member phone calls to legislators.

The outburst of activity—concentrated into only a few days—did the trick: the legislature voted overwhelmingly to add $1 million to the old education budget and to earmark the extra dollars for class size reduction.

Reports UEA president Hurley Hansen: "This was a satisfying victory. We did it alone. It was something we had to do for ourselves, and we did it."

NORTHEAST

A study commission has rec-ommended severe cuts in pension and health benefits for New Jersey public employees—cuts that the New Jersey Education Association (NJEA) is going all out to block.

NJEA has conducted 14 regional meetings this spring to brief its 117,000 members on the controversial recommendations of the State Pension Study Commission. Those recommendations include reducing the dollar value of pensions by 55 percent, pushing normal retirement age back five to seven years, prohibitively increasing the penalty for early retirement, capping cost-of-living adjustments for pensioners, and reducing state health benefits while increasing their cost.

NJEA's campaign is designed to stop passage of the legislation that would be needed to change the pension systems. Asserts NJEA President Edithe Fulton: "Elected officials are going to know that if they vote to take pension benefits away, they are doing a disservice to public employees and to the public."

Besides letting their state legislators know their dissatisfaction with the proposed pension cuts, NJEA members have sent more than 30,000 letters, postcards, and mailgrams to Gov. Thomas Kean—the most mail inspired by a single issue since 1976.

MID-ATLANTIC

A small black sticker bearing a shiny red apple with the words "Very Good!" and the acronyms of the Virginia Education Association and NEA has become the most popular item VEA has ever produced.

VEA members at all grade levels received the stickers this year to increase parents' active support of their childen's work, to foster contact and mutual support between parents and teachers, and to improve community attitudes about the public schools.

The Association encouraged its members to place a stamp on a particularly good piece of student work or one that showed great improvement. Along with the stamp went a handwritten message to the parent and a request that the work be signed and returned. The plan has been a great success. Parents sometimes sent notes back to the teacher, and students worked hard to earn a stamp in recognition for good work.

VEA printed 8 million stickers this school year and plans to print another 8 million for 1984-85.

Local Look

WYOMING

Nine stereophonic classrooms are helping Goshen County elementary students hear their lessons better this year, thanks to a special projects fund for teachers negotiated by the Goshen County Education Association in 1982.

The fund, which got $50,000 from the school board last year, paid the $7,700 cost of wiring each of the nine classrooms with an ordinary FM stereo receiver and four stereo speakers. The purpose of the equipment, says Association member James Kuhn, the speech pathologist who applied for the grant, is to "offset fluctuating hearing loss in classrooms that's caused by students' having colds, ear infections, etc."

The stereo speakers project the voice of the teacher, who wears a cordless microphone, to all parts of the classroom evenly—even if the teacher is facing the chalkboard. (The system can do the same for a film soundtrack, tape, or FM broadcast.) As a result, all members of the class are able to listen more effectively—even if their hearing impairment is due to a bad location in the classroom rather than illness.

WASHINGTON

June 15 will mark a milestone for organized teachers and support workers in Spokane. To work more effectively in their common interest, their three organizations will merge. The Spokane Education Association (1,400 members), the Classified Educational Employees of Spokane (176 members), and the Union of Spokane Cafeteria Workers/Managers (100 members) will merge in a new SEA.

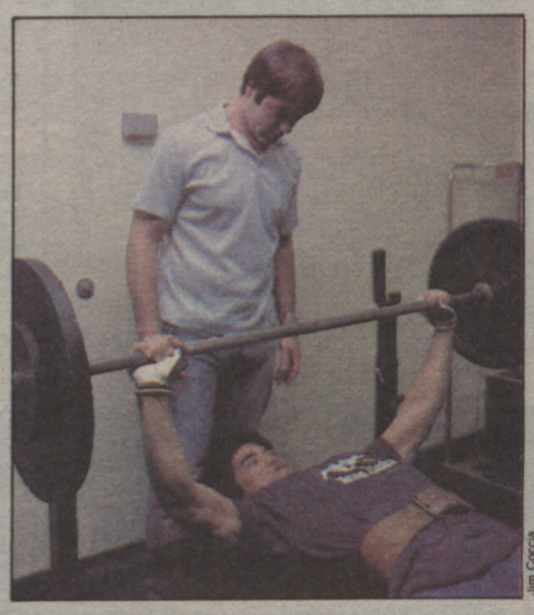
"We've worked side by side in the buildings, now it's time to work side by side in the Association," says SEA President Judy Feryn.

The classified employees and cafeteria workers have been organized and affiliated with the Washington Education Association and NEA since 1980. They shared SEA's office and staff—but retained their separate organizational identities.

Last fall a task force from each group began talks about the possibilities of merger, members' concerns, and potential structures. After extensive discussion, members voted to merge.

"We're the second largest local in the state," says Feryn, "and we're the second local to merge in this way rather than by forming separate departments. We're on the leading edge of this development, and we like it."

ON ALASKA'S FROZEN NORTH SLOPE...



Jim Coccia

Jim Coccia

Above: NSEA President Al Price counsels Barrow High School student Roger Oomittuk. Left: John DeJesus gets weight training tips from p.e. teacher Steve Mellow.

Cold Can't Chill Association Ardor

Take an area a little bigger than Minnesota; give it a chief metropolis of about 2,000 inhabitants; add some half-a-dozen other localities with populations ranging from a few families to a few hundred people; and put it all within the jurisdiction of one local education association.

The result? Alaska's 65-member North Slope Education Association.

What are the special challenges and rewards of working on the North Slope? For one thing, it's hard to get together for an Association meeting—you can get to Barrow from Fairbanks, but to reach Point Hope you have to start from Anchorage, fly to Kotzebue, and take a charter from there.

Not surprisingly, the 10 teachers in Point Hope rarely see colleagues from elsewhere, although the local does get together by satellite telephone hook-up.

Transport in general is limited: bulky goods like lumber, cars, or food supplies are brought in by barge during the few summer weeks when the ice moves away from the shore.

Housing is scarce for school staff as for everyone else; teachers often come in pairs and share a house.

And it can get cold: in January the average temperature in Barrow is -17°F, but the thermometer can drop to 55° below zero, with wind chill factors making it feel like 85° below. The sun sets in mid-November, not to rise again until late January.

On the other hand, money (much of it from the Prudhoe Bay oil field) has been plentiful, although the shaky oil market may cut down on revenues. Per-pupil expenditure is about $20,000 a year, and every classroom has a computer.

Jim Coccia

Rite of spring on Alaska's North Slope: Association member Don Leinberger plugs in his car on a -25° April day.

The new high school in Barrow is equipped with a large swimming pool—very expensive to operate in the climate above the Arctic Circle.

A Barrow teacher's starting pay is more than $33,000, but an efficiency apartment (rented, like all teachers' housing, below market value from the school district) costs $557 a month. Gasoline is $2.70 a gallon.

Classes are small. Every village with eight youngsters of high school age must have a high school, since many such hamlets are accessible only by plane or dogsled. Even in Barrow, classes have no more than 12 to 16 students.

The parents, almost all Eskimos except in Barrow, are another positive aspect of teaching on the North Slope. The communities spend a lot of time and money on building and equipping their schools, as well as providing more housing for teachers.

How does it all add up for an NSEA member? "It's a joy to work with these kids and their families," says local president Al Price, a counselor in Barrow. "I certainly don't have any plans to leave."

CONNECTICUT

If the Connecticut Freedom of Information Commission gets its way, teachers in Somers will find their performance evaluations open to public scrutiny.

The issue surfaced last August when the Manchester *Journal Inquirer* asked the Somers board of education to release teacher evaluations. The school board refused, saying such disclosure would be an invasion of employee privacy. The Freedom of Information Commission upheld the newspaper's right to the evaluations.

The school board has filed an appeal in superior court, and the Connecticut Education Association (CEA) has filed a friend-of-the-court brief backing the board. In addition, CEA has won initial legislative support for a bill that would prohibit release of personnel evaluation records of teachers, principals, and administrators.

Comments Somers Education Association President Donald Gaston, "If one school district is forced to disclose teachers' performance reviews, the privacy of *all* public employee records across the state could be in jeopardy. We'll use every legal recourse within our means to fight this thing."

MICHIGAN

Teachers and support staff in Lakeview have serious reservations about the district's use of unmarked vans to bus children.

"We're concerned about safety," explains Phyllis Reil, president of the Lakeview Michigan Educational Support Personnel Association (MESPA). Reil is a teacher's aide, but she's been hearing from school bus drivers who are now driving the vans.

Drivers of regular school buses must go to school to become certified and must pass a physical examination. If the schools choose to use vans, however, anyone with a driver's license can qualify as a volunteer driver. Even if the van drivers are salaried, they need only a chauffeur's license.

The biggest worry, though, is that vans aren't identified as school vehicles transporting students. Instead, they're an inconspicuous blue and have no flasher lights. State law requires motorists to stop only for yellow school buses with flashing red lights.

Lakeview MESPA and Education Association members are working in the state legislature to get this law revised.

Comments LEA President Jane Pierce, "We don't want to come to the point where a child is killed or seriously injured before we change the law."

WISCONSIN

The Janesville Education Association's Political Action Committee (JEA-PAC) has been active in school board politics since 1976. By 1983, it had helped whittle down—from an overwhelming 7-2 to a slim 5-4—the margin by which the school board voted against the Association position on most issues.

Finally, in April of this year, JEA helped elect a 7-2 *pro*-education school board.

JEA-PAC Chair John Beam offers some advice to other locals looking to duplicate his Association's political action success:

►Don't expect overnight results. ("It took us almost a decade.")

►Don't let yourself quit out of frustration.

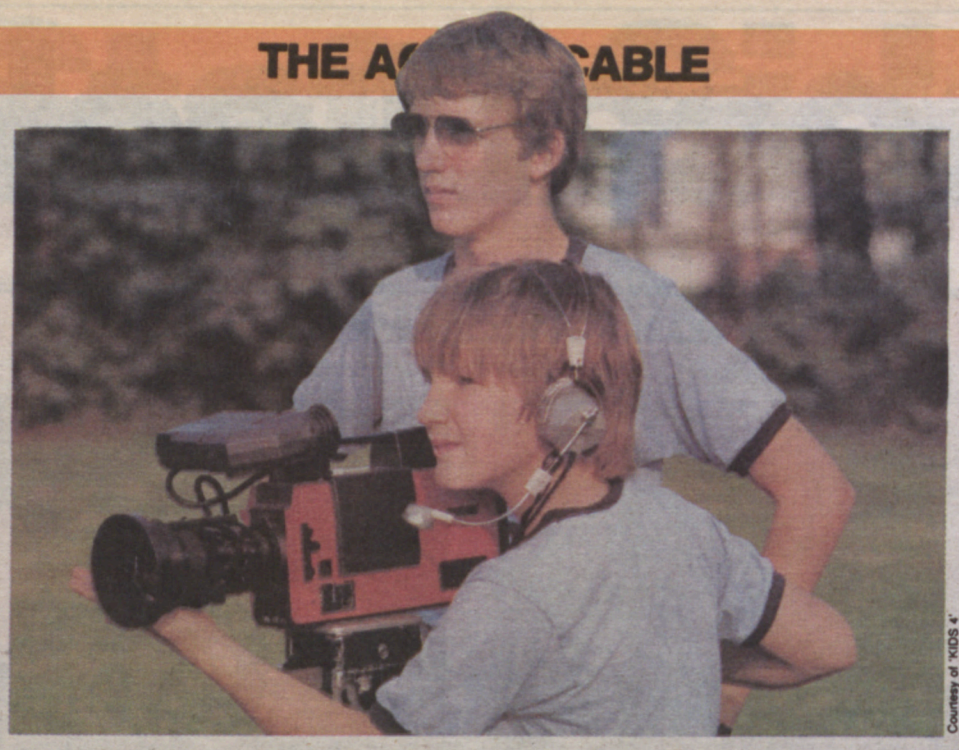
►Always celebrate after every election victory.

►Have members from all levels (K-12) on the political action committee.

►Set your goals higher for each ensuing election.

►Keep records of all activities and clippings of all election results.

THE AC CABLE



Courtesy of 'KIDS 4'

KIDS, CAMERA, ACTION!

The scene is a New York City street. A young actress plays the part of a teenage runaway from a midwestern town. Cut to a lively panel on which two school counselors and several elementary and junior high students discuss the problem of runaways.

No, this telecast isn't one of the top 10 in the Nielsen ratings. It's a production of KIDS 4 in Sun Prairie, Wisc.—the first local children's TV channel in the nation to be mandated by city ordinance.

Founded by citizens with the support of their local cable TV company, the channel—now five years old—is run by kids aged nine to 13. They write scripts, run the cameras, and produce and direct the shows that fill about two viewing hours a week during the school year.

"Aside from getting practical TV experience, these students—along with their audience—learn how to deal with issues," observes Sharon Garrett, director of Community Access TV in Sun Prairie, a Madison suburb.

Garrett is always looking for new student/teacher TV projects. This school year, she heard of a short story contest sponsored by Tom Altenburg and four other English teachers at Sun Prairie Junior High. With them, she worked out a special TV program that became the school's first cable project.

The 30-minute telecast included scenes of seventh and eighth graders writing, editing, making covers for, and telling their stories—as well as talking with a guest speaker about writing.

"After completing this highly successful and popular project," Altenburg says, "we realized just how vast the possibilities are for us to make use of cable TV."

Sun Prairie's five elementary schools are responsible for producing a cable show called "Lunch Bunch." Students arrange for persons in various professions to come into the studio at noon on a specific day to talk about their jobs. Prior to taping, the kids invite other students to eat lunch with the speaker.

The city owns the video equipment, and air time is free—as mandated by the ordinance. For KIDS 4, the cable company picks up the costs of tapes and props.

Sun Prairie is just one of many communities across the country where Association members and school systems are taking advantage of the exploding cable TV medium. Over 40 percent of American homes were wired for cable in 1983; estimates are that cable is reaching some 400,000 additional households *per month*.

In Plainview-Old Bethpage, N.Y., an Association activist is teaching his English students at Kennedy High to produce a series of programs about the schools—carried over the local public access channel to about 200,000 homes.

David Linton, secretary of the Plainview Congress of Teachers, says his year-old project is a cooperative venture, with the Association providing the idea and the impetus and the school district funding out-of-pocket expenses.

Each hour-long "Plainview Profile" show features three or four brief stories, joined together in a format much like CBS's "60 Minutes." Between segments, Linton inserts NEA and PTA public service announcements to lend the show a commercial television look.

Content of the components varies widely. One show began with a feature on school libraries, with students and teachers providing a lively behind-the-scenes look at library services and explaining how the libraries work. The next segment featured Plainview art teachers who were showing their personal work in New York City; they spoke of their dual roles as artists and educators.

Since even die-hard cable channel watchers usually bypass the public access channel, Linton has to promote viewership. He posts notices in schools and sends flyers home with students. The school administration advertises the shows in the local shoppers' newspaper.

Linton and his students shoot all the stories on location with the school district's portable videocassette recorder (VCR) equipment. Linton goes to a commercial studio to do the editing, dub in narration and music, and add the titles.

The tape and editing costs, picked up by the district, amount to a modest $700 per 60-minute show. Linton points out that the greatest cost is for the studio time, so he has every minute planned ahead to beat the clock.

"The school board likes the way the project proves that the union and the administration can work together," Linton adds. "It's a good forum for showing the taxpayers what they're getting from the school budget."

Linton has some advice for readers interested in starting a cable TV project: "Many cable companies don't really want to give you public access time. The governmental body that issues their franchise requires them to offer it, but be prepared for some resistance at first."

The best place to start is with the company's contract or franchising document—available from your local government—which will spell out the public access obligation.

NEA Fellowships Help Fund Association Ventures into Cable

Cable TV can be a good public relations tool for local Associations looking to counteract negative treatment of teachers by the regular news media.

Last summer, NEA awarded the Erie (Penn.) Education Association (EEA) a $2,500 Hilda Maehling Fellowship for its proposal to produce cable TV programs that would let teachers tell their own story to the community.

EEA leaders are now beginning to use cable to promote Association programs—both to the general viewing public and to members. Project coordinator Elizabeth Dudzinski, an elementary teacher at Connell School, says, "It's entirely conceivable that we'll use a good deal of air time educating the public to the process of collective bargaining and the rewards that this process brings to the education of Erie children."

Ten Association members have learned how to operate the cameras and editing machines owned by the local public access channel, and now they're free to use them as they please. A series of programs is already in the works on discipline, drug abuse, and other topics.

EEA supplemented the NEA fellowship with money from its own budget—and has now applied for a grant from the public access station as well.

Another 1983 Hilda Maehling Fellowship went to Michigan's Wyoming Education Association.

"Our goal is to use cable to present an inside view of our schools to those who haven't been in a classroom for years—to acquaint people with programs and practices they might not be aware of," explains Barbara Francis, a teacher at Rogers Lane Elementary.

The 341-member local carefully planned how best to spotlight positive qualities of the public schools—and how to fund production costs not covered by the one-year NEA fellowship. The school district and the public access channel now provide funding for equipment and facilities and air time. WEA and a local production company pay for tapes.

THE AGE OF CABLE

Courtesy of 'KIDS 4'

Courtesy of 'KIDS 4'

Courtesy of 'KIDS 4'

Whatever it takes to create a cable television show, 'KIDS 4' kids are up to the task. They're shown here in various locations around Sun Prairie, Wisc.—filming, interviewing, directing, and checking the audio/video mix. Most kids are able to operate the cameras after just one workshop.

Below: On "Homework Hotline," Fort Wayne, Ind., middle school teacher Janice Harker helps a student viewer who's bogged down on a problem. The popular afternoon call-in program, created by the local Association, celebrated its third full season on cable this spring.

Dean Musser, Jr.

And Linton has volunteered to give technical advice to anyone who needs it. Feel free to write to him at the Plainview Congress of Teachers, 95 Commercial Street, Plainview, NY 11803.

Meanwhile, in Massachusetts, the Weymouth Teachers Association has been producing cable TV shows for the past two years, using the public access channel. Since half the town is wired for cable, the local has the potential to reach some 10,000 homes.

WTA members Bill Fey and Deni Brown co-chair the Association's TV committee. "We find cable an excellent medium for publicizing the profession in a positive way," Fey reports.

One show that's been a real hit is "Seasonal Decorations," focusing on a major holiday. On this year's show 12 students—representing each of the city's 10 elementary schools and each grade—worked with an art teacher who demonstrated how to make Christmas decorations.

Courtesy of 'KIDS 4'

"The beauty of that program is that we set it up for audience participation," Fey adds. "A week before the telecast, we sent out leaflets though the public schools, announcing what the show would cover and letting viewers know what materials they would need."

Each year, building trades students at Weymouth's Vocational Technical High School construct a house. Fey and Brown produced a show highlighting this project, arranging for a TV crew to do on-site videotaping of the house about five times in various stages of development. When the house was ready for sale, Brown interviewed Joseph Canova, a vocational education teacher, and several students who had worked on the project.

So far, community interest in the telecasts has been high. Fey and Brown say their next step is to learn to use the TV equipment themselves.

In Fort Wayne, Ind., another NEA affiliate has taken the concept of the telephone hotline for homework problems and updated it for the cable age.

The Fort Wayne Education Association's "Homework Hotline," which celebrated the end of its third full season this spring, airs twice weekly over the local public access channel. Students who get stumped on their assignments turn to this 30-minute show where teachers armed with visual aids and a slew of subtle suggestions respond—live—to phone calls.

"It's done wonders for school-community relations," says co-producer Janice Harker, a language arts and social studies teacher at Lakeside Middle School. Kate Gavin, a first grade teacher at Haley Elementary, and Tom Richardson, a fourth grade teacher at Young Elementary, are the two other co-producers.

"There's greater public awareness now of the exciting, innovating projects going on in our schools," Harker says. "During some shows, we teachers take a back seat and let students display their art or explain their science projects."

In Austin, Texas, parents who need information about school emergencies—closings, problems with buses, and the like—know they can turn to Channel 8, owned and operated by the Austin Independent School District (AISD).

Last year, a radio announcer reported that a school bus had stalled in a flood area. AISD interrupted its scheduled programming at regular intervals to announce that the children were safe.

The school system delivers programs every weekday on its own channel. The local cable company provides this service free—and also makes another channel available to the district on request. So AISD programs run 365 days a year, with the capacity to reach 100,000 homes.

The programs vary. On one recent show, high school students grilled the publisher of a major newspaper, questioning the paper's editorial policies. There's a public information telecast that includes live coverage of school board meetings. There's a teacher-produced storytime show demonstrating how to read aloud effectively to children.

Child abuse was the focus of a recent AISD telecast that featured teachers, school administrators, and representatives of the police and justice departments and other local agencies.

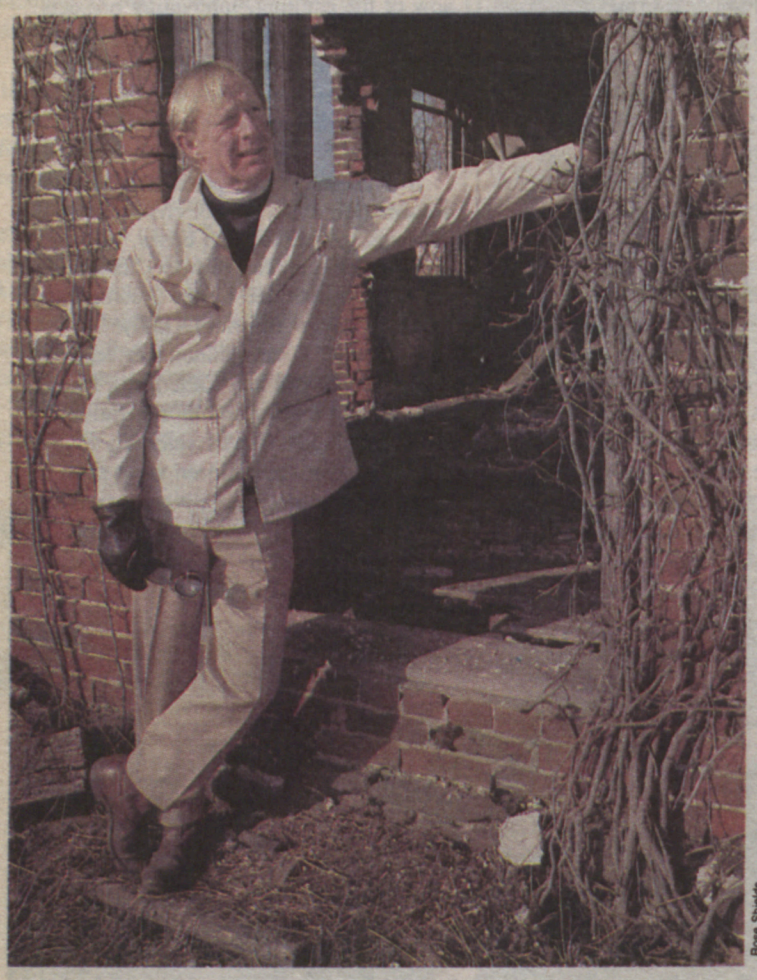
Thanks to cable, Austin's teachers need no longer gather at a central place to take in-service courses. The instruction—designed and delivered by teachers and instructional coordinators—is on cable. The cable company has wired all the school buildings, so teachers can watch the programs in their schools and get in-service credit.

Students at all levels are taking advantage of the opportunities available to them to learn about TV technology. The school district owns its own cameras. About half the schools have cameras in the buildings. Those that don't can check them out from a central resource center.

"We take care of all expenses for production," explains the district's cable coordinator, Jean Nipper. "Any student, teacher, principal—anyone involved with the school system—can use the service. All they have to do is ask."

—Marian Clayton

People



Rose Shields

Given the choice of reading about the travails of a Danish prince or the capers of a killer shark off the coast of New Jersey, which story are low-achieving New Jersey high school students likely to go for?

Ed Brown, an English teacher at Southern Regional High School in Manahawkin, is betting on the killer shark. While he has nothing against the literary classics, he's found that students whose basic skills are minimal simply tune out when exposed to Shakespeare and Chaucer as a steady diet.

So for the past four years he's been using local lore to motivate disinterested readers. This 20-year classroom veteran is a freelance writer on the side. He began by introducing his classes to the colorful but true tales with which he'd been captivating area newspaper and magazine readers.

"If something is within geographic arm's reach, they'll read it," Brown reports. By comparison, the material in the school's aging anthologies "just didn't cut it."

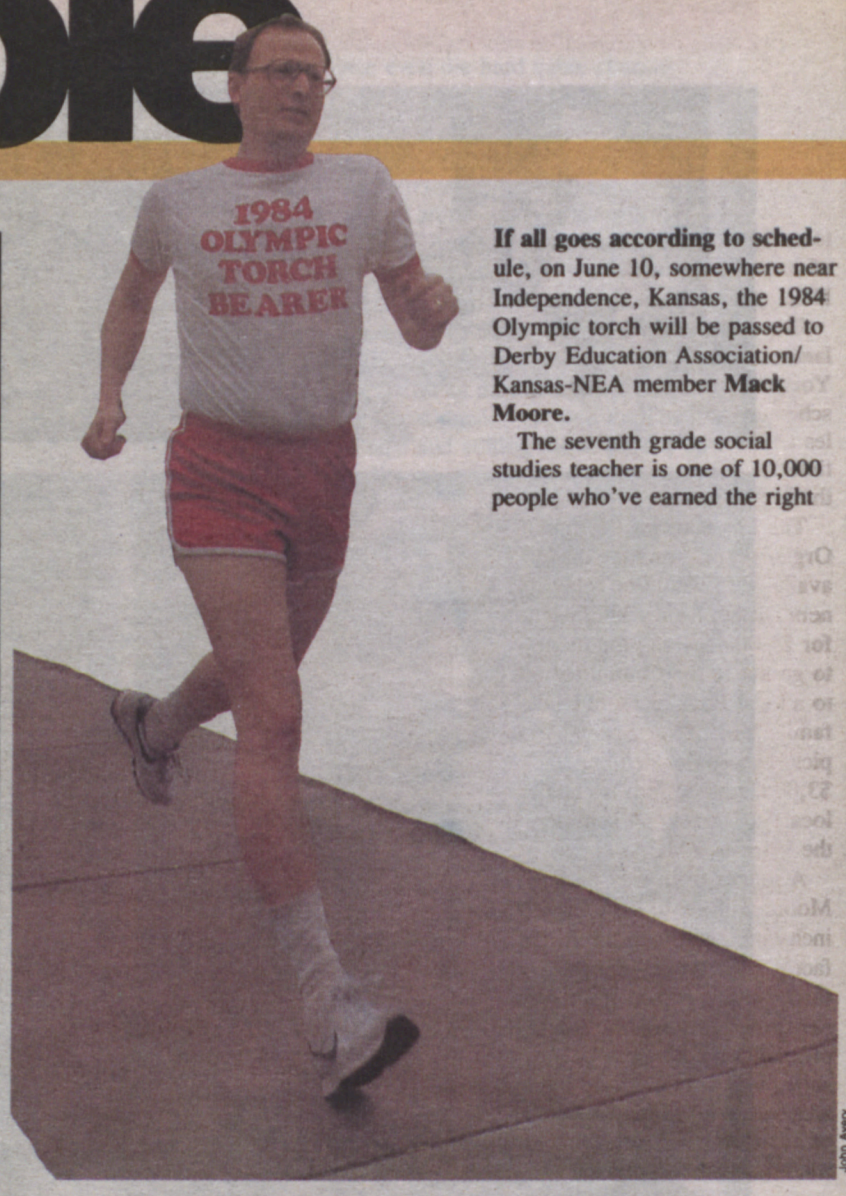
Brown's New Jersey tales were published this winter by Middle Atlantic Press in a reading textbook called *Just Around the Corner.* He's currently on sabbatical leave to draw up an expository writing program for secondary school students. Pictured with Brown is the Old Brick House, a local historic site that figures in one of his tales.

After a three-year court battle with Indiana's North Judson-San Pierre school board, **Maureen Hight** is the varsity baseball coach at North Judson Junior High—the first female in the state's history to coach a male-dominated team.

Hight, a physical education and health teacher at North Judson for seven years, filed a sex discrimination suit in 1981 when school officials refused to interview her for the coaching job.

Her suit, backed by the Indiana State Teachers Association and NEA, was settled out of court in February. School officials paid a high cost for refusing to consider Hight: $24,000 in attorney's fees and more than $2,500 in back pay.

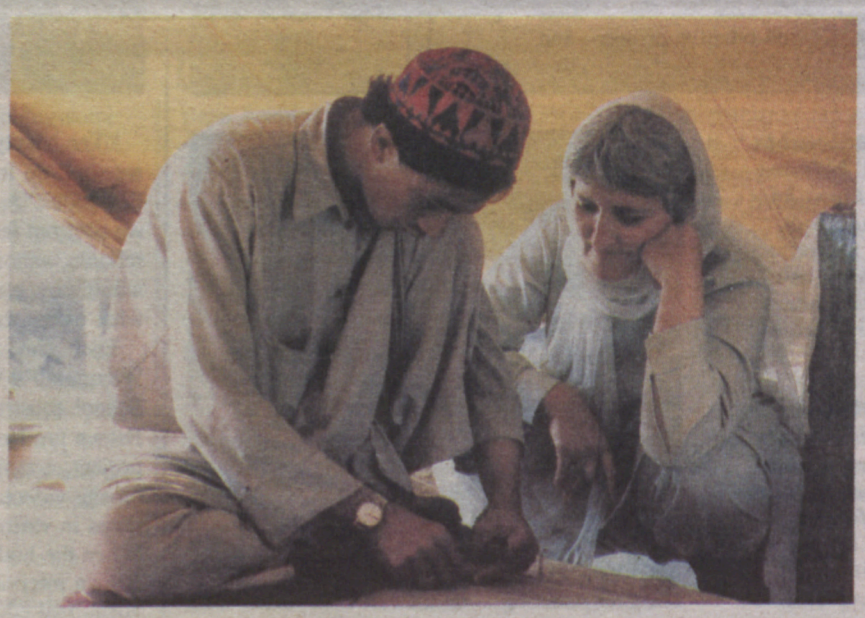
Although she's never coached baseball before, Hight's been a student of the game since she was a child. Her father was a minor league player for the Brooklyn Dodgers.



John Avery

If all goes according to schedule, on June 10, somewhere near Independence, Kansas, the 1984 Olympic torch will be passed to Derby Education Association/Kansas-NEA member **Mack Moore.**

The seventh grade social studies teacher is one of 10,000 people who've earned the right



Judith Mann

MUSIC. **Association member Theonie Gilmore** of Portland, Oregon, spells it with the initials of *Movement, Universal beauty, Sounds, Instruments, Cultures.*

MUSIC is a nonprofit organization Gilmore has founded to help preserve ethnic cultures threatened by political, social, or economic upheaval.

Her early goals are to compile an archive of audio and visual materials, give fellowships in ethnomusicology and cross-cultural studies, and sponsor festivals of the arts and cultures of various peoples.

Gilmore is a 20-year music teacher on leave this school year

"No way" is the reply you get when you mention retirement to 72-year-old **Tressa Poynter,** an Illinois English teacher for the past 50 years.

Poynter started teaching during the Depression in a one-room schoolhouse—for $40 a month. She now works at a modern junior-senior high school in Effingham County, teaching the grandchildren of some of her former pupils. She taught three of her present colleagues—including her principal.

Poynter has packed an Illinois Education Association membership card for all her years in the profession. "IEA-NEA has done a lot for us in salaries," she says. "And when it comes to fighting for teachers' rights, no one else comes close."

Mike Hindman

NEA-Alaska member Gordon Costanza left Anchorage on March 3 to 'mush' his way across 1,131 frozen miles to Nome—via a dogsled drawn by a team of 16 Alaskan huskies.

Fifteen days, 11 hours, and five minutes later, his seven remaining healthy dogs pulled Costanza's sled over the finish line, only two days behind the winner. (He had dropped his injured four-legged teammates at checkpoints along the route for medical care.)

Costanza, a math teacher and computer education coordinator in McGrath, finished 24th out of the 68 who started the race—but he gave up his job in the process. His principal and supervisor had granted him leave to participate in the Iditarod, an annual event commemorating a sled trip that carried serum to Nome during a 1925 diphtheria epidemic.

The school board rescinded Costanza's leave at the last minute. When the board refused to reconsider its position, Costanza resigned.

What made Costanza value a grueling sporting event more than his job? "The desire to see if my skills as a dog driver and a woodsman would let me survive," he says. "Out there you're faced with the realities of what it takes to stay alive."

to carry the flame for a portion of its circuitous route between New York City and Los Angeles.

The flame was flown in a lantern from Greece to New York City on May 8. It's scheduled to reach the Los Angeles Coliseum on July 28, in time for opening ceremonies of the 1984 Summer Olympics.

The Los Angeles Olympic Organizing Committee made available to would-be relay runners "youth legacy kilometers" for $3,000 apiece—the money to go not to the Committee but to a local Boys or Girls Club, family YMCA, or Special Olympics. Moore donated his $3,000, raised from friends and local businesses last summer, to the Wichita YMCA.

A jogger from way back, Moore will get to keep his 22-inch-high aluminum torch. (In fact it's the flame—not the torch—that's passed from runner to runner.) And he'll add the official Olympic torch-bearer shirt (not the homemade job he's wearing here) to his collection of nearly three dozen shirts from road races he's competed in.

Yamaha Motor Corporation

What Linda Weber-Rettie, a Fremont, Calif., resources teacher, is trying to do is not for the faint of heart.

Come August 30, 1986, Weber-Rettie hopes to set out on a one-person sail around the world—a 27,000-mile, 200-day navigational adventure. If she makes it, she will become the only American woman to have circumnavigated alone.

Though Weber-Rettie admits "this is my toughest challenge," she's dared the odds before.

Three years ago she broke the women's single sailor record for the Transpacific Yacht Race (San Francisco to Kobe, Japan).

These days, besides teaching a full schedule, Weber-Rettie is attempting to raise nearly $500,000 to build and equip her yacht for the 1986 competition.

People to People Sports Committee, a sponsor of the American entries in last year's America's Cup yacht races, is backing Weber-Rettie. To make a donation or for additional information, write the People to People Committee, 98 Cutter Mill Rd., Great Neck, NY 11201.

from Gilbert Heights Elementary School in suburban Portland. With an interest in folk music and dance stemming from her own Greek family, she teaches each year's classes music of the Mediterranean, the Middle East, Africa, Europe, or some other part of the world.

"Folk art is important because it comes straight from the heart of a people," says Gilmore. "No matter where they are, people sing to soothe their children or ease their work."

Gilmore began her present ambitious task by setting up a 12-member advisory board for MUSIC. The next challenge was to raise money for this original and creative project—and Gilmore chose an original and creative method. Borrowing money on her home and car, she took a film crew to Pakistan to make a documentary on Afghan refugees, interviewing artisans and musicians, women, children, and tribal leaders.

The resulting hour-long videotape, *Generation of Leaves: Afghan Refugees in Pakistan*, now nearing completion, will be available for distribution to TV stations, libraries, and schools.

Readers who want to find out more about the project and how to support it can write to MUSIC, P.O. Box 8343, Portland, OR 97207.

Paul Brown, Anchorage Daily News

TEACHER OF THE YEAR

Top Teacher Relies On Dollars and Sense

A Kentucky social studies teacher and Association member has been named 1984 Teacher of the Year in a national competition sponsored by the Encyclopaedia Britannica, the Council of Chief State School Officers, and *Good Housekeeping*.

David Lutman/USA Today

Sherleen Sisney believes the classroom should be a place where students and the community actively participate in the learning process—together. And she puts her feelings into practice at Ballard High in Jefferson County, where she designs a variety of learning activities to help her kids become "wiser voters, better consumers, and more perceptive citizens."

Her 11th grade advanced placement American history and 12th grade political science and economics students, for example, invite people from all sectors of the community to participate in classroom seminars. The students also play roles in "real life" simulations.

One recent simulation came about when—to teach the theory of supply and demand—Sisney conducted her class like a community. The students acted as merchants and buyers, competing against one another, trying to earn enough money to survive and make a profit. Under this plan, students had to "buy" even their own classroom chairs. The kids keep diaries about their experiences and what they learned from them.

Sisney also encourages local businesses to provide funds, materials, and volunteer workers for school programs. In 1977 she worked with Louisville's Junior League to establish a successful school-business pilot project at Ballard. That first year 14 area businesses donated a total of $50,000 for school projects, including one involving computer technology.

Since 1981, this cooperative effort—now called Foundations in Education—has served as a model for other county schools, and schools across Kentucky are studying the program. In the past year, Foundations in Education has brought in over $2 million in cash donations for Jefferson County schools.

Explains Sisney, "When business people come into the schools and see what's going on, they're very willing to contribute. Most of them don't know what's going on in the classroom."

Married and the mother of a five-year-old daughter, Sisney has won several awards for teaching excellence during her 13 years at Ballard, including the Kentucky Education Association's Educator of the Year title in 1979-80.

RESOURCES

Free or Inexpensive

CAREER EDUCATION

Opportunities in Biological Sciences. Charles A. Winter. Describes what it's like to be a biologist, what fields and occupations biologists work in, and how to get training in biology. 150 pp. Hardcover, 6254-4, $8.95; paperback, 6255-2, $5.95. Send purchase order or charge to VISA or MasterCard (give account no. and expiration date). Add sales tax in Ill. and Calif. VGM Career Horizons, National Textbook Co., 4255 W. Touhy Ave., Lincolnwood, IL 60646.

Merchandising Your Job Talents. U.S. Department of Labor. Describes how job seekers of all ages can sell their knowledge, skills, and experience in today's competitive marketplace. 21 pp. Stock no. 029-014-00212-7. $2.75; 50 copies, $18. Prepay Superintendent of Documents, U.S. Government Printing Office, Dept. 36-DK, Washington, DC 20402.

SAFETY

School Science Laboratories: A Guide to Some Hazardous Substances. Council of State Science Supervisors, with Consumer Product Safety Commission and National Institute for Occupational Safety and Health. Supplements NIOSH's *Manual of Safety and Health Hazards in the School Science Laboratory* by describing how to avoid dangers from storage and use of common chemicals. 60 pp. Free. Consumer Product Safety Commission, EX-O/412, Washington, DC 20207.

COMPUTERS

Computer Literacy Activities for Elementary and Middle School Students. Describes activities—including only one hands-on computer exercise—designed to expose students to basic computer-related ideas, such as the concept of a detailed step-by-step set of directions. 56 pp. $5. International Council for Computers in Education, University of Oregon, 1787 Agate St., Eugene, OR 97403.

COMMUNITY RELATIONS

Teacher Fairs: Counterpoint to Criticism. Sara Ingrassia and Sue Foley. A how-to booklet about organizing local expositions of school accomplishments, written by two Rockford, Ill., teachers who organized fairs for the Rockford Education Association. Their booklet is a product of an NEA Hilda Maehling fellowship awarded to the local. Fastback no. 204. 41 pp. 75¢. Phi Delta Kappa Education Foundation, Box 789, Bloomington, IN 47402.

COLLEGE ADMISSIONS

Don't Miss Out: The Ambitious Student's Guide to Scholarships and Loans. Robert Leider. A guide to the fine print about loans and scholarships for prospective college students, their counselors, and parents. 64 pp. Eighth edition, 1984-85. $2.75 plus 50¢ postage. Octameron Associates, P.O. Box 3437, Alexandria, VA 22302.

DISCIPLINE

Teacher's Guide to Classroom Management. Daniel Linden Duke and Adrienne Maravich Meckel. Presents hypothetical discipline problems (such as failure to complete assignments) and describes how they'd be handled according to nine approaches to classroom management—including Assertive Discipline, Behavior Modification, Reality Therapy, and Teacher Effectiveness Training. 179 pp. $7.95. Random House. From bookstores or by mail for $1 more (prepaid) from Random House, 400 Hahn Rd., Westminster, MD 21157 or by credit card charge at (800) 638-6460.

INSTRUCTIONAL MATERIALS

Learning Centers in the Classroom. Jimmy E. Nations, editor. Presents seven detailed models of classroom learning centers in a variety of elementary subjects. Stock no. 1802-8-00-D. $4.95. Use the postage-paid reply envelope following p. 96 in *Today's Education 1983-84*, or mail your order to NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

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Meet:

Bennye Frazier

Voc Ed Is Deep in Her Heart

Bennye Frazier is a teacher and counselor in CVAE—Coordinated Vocational Academic Education—a cooperative education program Texas offers to academically deficient students. She teaches at Sidney Lanier High School in the barrio of San Antonio. Lanier enrolls 2,100 students, almost all of Hispanic descent.

Frazier works for public education in general and vocational education in particular as a politically active member of the TSTA/NEA-affiliated San Antonio Teachers Council (SATC) and various vocational education organizations.

Recently NEA Today *staff writer Nancy Needham started to interview Frazier in her school office, when the phone rang. The following half of a conversation ensued:*

"Michael, why haven't you been in school, darlin'? If you'll come on back, you'll be okay. It'll be a while before your records catch up with you. There's still half a semester left. You need to care, to come back, to try. Come Monday, and I'll go over your work."

Who was that?
A CVAE student who's doing well working in a restaurant, but he hasn't come to school all week. He's had trouble in his family recently—violence and death. He's on probation himself; the kids around him use drugs. He wants to try to improve, but he doesn't think he has the strength.

Are his difficulties typical of those of CVAE students?
More serious than most. But CVAE is the last chance for most of the kids who enter the program. They're the chronic absentees, the discipline problems, the ones who can't cope.

I try to get them to focus on earning that high school diploma. Work is a part of school, not vice versa.

You must feel good when a tough case turns into a success.
Yes, one boy who was in the program for three years started out with his chair facing the back of the room. He wouldn't speak, he wouldn't join in when the class exchanged Christmas gifts.

We got him a job at a car dealership, and both his boss and I made a point of working with him on his weight, which was one of his main problems. Over three years, his grades went from all F's to all A's—and now he's a college student. What he needed was people to take an interest in him and encourage him.

How did you get into CVAE?
My four children went to school in a district right next to San Antonio, and I was active in the PTA there for 25 years. A few years ago, I told the principal I wanted a job. He knew I had a master's degree in counseling and that I had taught psychology at a local junior college. So he hired me for an opening in CVAE.

How does CVAE work?
It's like most cooperative education programs. I have two classes, with 55 to 60 students a year, though not all at once. They spend the mornings in school and then go out to paid jobs. Hotels are a big industry in San Antonio, so many of them work as busboys or assistant chefs.

When did you discover you liked politics?
Through the PTA. We did legislative lobbying—going to Austin almost every year to talk to our state legislators on PTA Day.

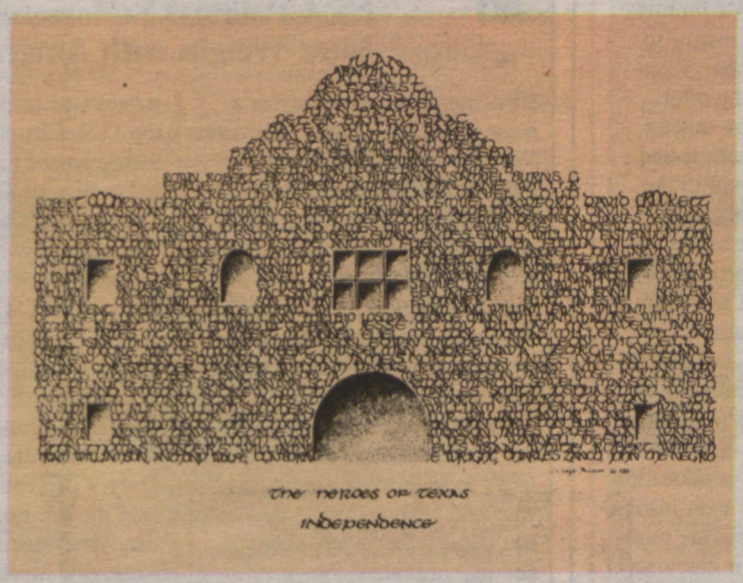
And that carried over when you became a teacher?
Yes. I'm as conservative as anyone on some things, but when you see things that aren't right, you have to do something.

What isn't right?
The way vocational education comes under attack. Voc ed serves kids who can't sit and read books all day. But because it's an elective program and expensive, legislators are always tempted to cut its budget.

Our state department of education proposed a new general/vocational diploma with academic requirements too hard for our kids. They can't handle a third year of math and a fourth of English; they'll drop out. It's the same with the proposals of the Perot committee [on statewide education reform].

How do you make your views known on proposals like these?
As the legislative chair of the Texas Industrial Vocational Association, I gathered evidence for the state board of education, which rules on the state agency proposals. I explained that, like academic students, vocational students need room for choice in their programs.

Then, at TSTA's delegate assembly this spring, I introduced a new business item—which passed—saying that all school programs have to be treated equally, that you don't penalize one discipline in order to increase spending on another.



Above: Bennye Frazier's calligraphic drawing of the Alamo. Top left: Frazier visits San Antonio's mercado *(farmers' market) to talk with one of her CVAE students' supervisors.*

I hear San Antonio teachers are pretty good politicians.
We are just emerging from a period of two or three years when the majority on the school board was hostile to our local Association, SATC. The board deprived us of rights we had long enjoyed, such as payroll deduction for dues. We had to go to federal court to get our rights restored.

This spring two seats were open on the school board, and the candidates SATC endorsed won. A board member who had never participated in the coalition against us was elected president.

Have you noticed any change?
Yes. Within hours, the new president said, "All we want you teachers to do is teach; we'll take care of the rest."

In the Association, we reacted the same way. Teachers are saying, "Now that that's settled, it's time to get back to educating the kids."

Did you have some formal involvement in the campaign?
Yes, I was vice-chair of SATC's political action committee (SAEPAC), and before that I chaired SATC's public relations committee. A new hobby of mine—calligraphy—has really helped make things happen on both the political and PR fronts.

How do you mix calligraphy with politics?
We auction off my work to raise PAC money. A framed print of the Alamo, my first drawing—made up of the names of the 188 men who died there—brought $509 for NEA-PAC at last year's NEA Western States regional conference.

Is CVAE more important at Lanier, where family incomes are low, than in a more affluent school?
No. There are different ways of having things. Some kids have things in their hands—that is, materially—but not in their hearts.

Most childen in any school come from middle class families, who have to work for a living. Those kids are OK.

The problems come with kids who have "easy money," either because their parents give it to them, as at my first school, or because they're on welfare, as some are here. In neither case does anyone have to work for the money.

You'll find students in every school who can't get it together. But every child is worth saving. CVAE lets us keep from throwing these children's lives away.

Your NEA

LOOKING BACK

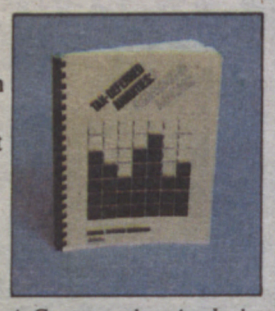
Are teachers interested in getting the older members of their communities involved in the schools? Very much so, reports Carol Tice, an elementary art teacher in Ann Arbor, Mich.

Since her article ("A Word from the Wise") appeared in *NEA Today* last June, Tice has received about 500 letters from teachers across the country asking advice on setting up school programs that involve older persons—"and the letters are still coming in," she adds.

The overwhelming response to her feature about the Teaching-Learning Communities (T-LC) program prompted Tice to survey officials in every state on cooperative projects that older and younger people are carrying on together. She'll release a report on her findings later this year. Tice has also given workshops on the T-LC concept for the Nebraska State and Oklahoma Education Associations.

Readers interested in learning more about T-LC programs should send a self-addressed, stamped envelope to New Age, 1212 Roosevelt Ave., Ann Arbor, MI 48104.

Response to our feature on mutual funds ("The Treasure Is Mutual," Jan./Feb. 1984) has been overwhelming. Association members who want to learn more about these funds and other tax-deferred investments can choose from three technical publications available through NEA Special Services.



The softbound books—*1982 Fixed Tax Deferred Annuity Study: A Comparative Analysis*; *1983 Variable Tax Deferred Annuity Study: A Comparative Analysis*; and *1983 Mutual Fund Study: A Comparative Analysis*—cost $10 each, including postage. Review copies are available at many state Association Special Services offices.

To purchase one or more of these books, send your name, address, written notice that you are an NEA member, and a check for full payment to NEA Special Services Response Center, 51 Monroe St., Suite 200, Rockville, MD 20850, Attn: TDA Studies.

Updated editions for 1984 will be available in the fall. To be notified when they're released, send a postcard to the address above.

The Dred Scott trial nearly went uncommemorated this year in Evansville, Indiana. James VanCleave—whose annual student reenactments of the trial we reported in Jan./Feb. 1984 ("Will Dred Scot Win Freedom This Year?")—says, "Twice we were all set to present the case and I got called for jury duty. Another time we had a blizzard and school was cancelled. When we finally did get to the courthouse, the boiler had blown out and it was 30° in the courtroom."

A lively and lifelike trial heated things up nicely, VanCleave reports. But Dred Scott wound up farther from freedom than in 1983. This year's student court condemned him to continued slavery by a vote of 7-2.

South Carolina's Greenville County Education Association (GCEA) is enjoying tremendous success with its public relations program, now in its ninth month ("...Discovering our Allies," March 1984). Most recently, GCEA worked with local radio station WFBC to sponsor a Greenville Pride Writing Contest for students and the general public. Photos of the five winners now adorn billboards proclaiming "GCEA and WFBC Salute Greenville County's Pride."

Also as part of the program, local radio stations are playing "Greenville Pride Song," written and sung by Greenville music teacher Judy Hames.

REACHING OUT

NFIE Launches 'Education from Space' Project

With a grant from the National Aeronautics and Space Administration (NASA), the National Foundation for the Improvement of Education (NFIE) is conducting a small-scale, six-month pilot project which will simulate live transmissions from a space shuttle directly into high school classrooms. Printed instructional materials will be delivered electronically, via state-of-the-art telecommunications technology.

The project, called "Education from Space: Televised Vistas from the Classroom," will use selected experiments aboard the Spacelab 1 mission to support and supplement instruction in basic science and math. An interdisciplinary component will address other subjects. The pilot will prepare the way for a series of live video transmissions from space shuttle missions directly into American and European classrooms.

There will be an opportunity in the fall for a limited number of schools across the U.S. to participate in the pilot—viewing the video segment, using the draft instructional materials, and evaluating the entire program. Those schools affiliated with public TV stations will be able to receive the video segment either on a direct transmission from WESTAR satellite or via videotape.

Due to the project's limited funds, it may be necessary to impose a materials charge (no more than $50) on the pilot schools. Coordination among the science, mathematics, and other subject areas within the school would be necessary.

If you'd like your school to be considered for participation, please contact NFIE at NEA Center, 1201 Sixteenth St., N.W., Washington, DC 20036.

NFIE is a tax-exempt educational and charitable foundation established by NEA in 1969 to promote innovation in education. The foundation will soon inaugurate a program to provide minigrants to teachers for carrying on innovative classroom research. The fund-raising campaign for this important new activity will commence in the fall.

NEA In-Hospital Program Expanded

The price of medical care has been rising much faster than the Consumer Price Index for the past several years. To help you cope with spiraling medical costs, NEA Special Services has just enhanced its in-hospital program to provide a wider variety of health-related plans.

As an NEA member you can now choose from five plans designed to supplement your existing health insurance: the Gap Filler, Medicare Supplement, Excess Major Medical, and the new In-Hospital Plus Plan, as well as the original In-Hospital Plan.

Which one would best serve *your* needs? Write to NEA Special Services Response Center, 51 Monroe Street, Suite 200, Rockville, MD 20850 for more information.

NEA Political Endorsement Carries Most Weight with American Public

NEA•PAC

NEA members are America's most respected political activists. That's the word from a new independent survey conducted by *USA Today*, the national daily newspaper, which asked a cross-section of registered voters if a political candidate's endorsement by various organizations would make them more or less likely to vote for that candidate.

Forty-five percent of the voters sampled said they'd be *more likely* to vote for a candidate who had been endorsed by NEA. But endorsements by other national organizations carry significantly less weight, the survey showed.

Only 25 percent of the voters polled said an endorsement by the U.S. Chamber of Commerce would make them more likely to vote for a candidate. Comparable findings for other organizations: National Organization for Women (NOW), 23 percent; AFL-CIO, 21 percent; NAACP, 20 percent; Moral Majority, 18 percent.

Does an NEA endorsement ever *hurt* a candidate? Not very often, according to the survey. Only 9 percent of those polled said they're turned off by a candidate with an NEA endorsement. By contrast, a Moral Majority endorsement immediately turns off 28 percent of the voting public.

Help on Evaluations

New from the NEA Professional Library: *Evaluating Students by Classroom Observation*. This book, by Richard J. Stiggins (#1525-8-00-D), suggests a blueprint for assessing your students' needs and accomplishments. To get a copy, send $5.50 to the Library at P.O. Box 509, West Haven, CT 06516.

Conference Seeks Children's Art, Essays

The second biennial Conference on the Fate of the Earth is sponsoring a children's art and essay exhibit on the theme "Peace On and With the Earth and For Its Children." The works will be on display at the Conference, September 19-25 in Washington, D.C., and later at the Capitol Children's Museum in Washington for about a month.

Does some of *your* students' work deserve a wider audience? Send essays or art by June 30 to Conference on the Fate of the Earth, P.O. Box 15280, Washington, DC 20003.

Thoen Photography

TAKING A STAND

Democracy at Work: NEA's Annual Meeting

It's that time again. Time to chart the Association's course for the coming year. Time for your colleagues from across the nation—teachers, school support staff, administrators, higher education faculty, retirees, and other Association members—to define anew the shared commitments and common interests that unite the NEA family.

Time for the rites of summer—NEA's 122nd annual meeting of the minds. More than 7,000 elected delegates will gather at the Minneapolis Convention Center, June 29 through July 4, to grapple with issues ranging from equity and excellence to teacher certification standards. Overall theme this year is "Excellence and Equity in Education."

During the eight business sessions of the Representative Assembly (RA)—NEA's highest decision-making body—delegates will move toward the articulation of formal Association policy. At the center of this year's agenda for parliamentary debate and action will be the recommendations of NEA's Blue Ribbon Task Force on Excellence in Education.

Last year's RA established the Task Force and directed it to scrutinize the reform proposals now before the American public and spell out a sensible course of action.

"I expect the debate on the Task Force report to be spirited and healthy," says NEA President Mary Hatwood Futrell. "I also expect NEA to come forth with the most carefully reasoned and pedagogically sound statement yet on excellence in education."

Delegates and other NEA members arriving early are invited to attend two special conferences. A two-day conference on the concerns of minorities and women, "Educational Excellence Through Race and Sex Equity," is set for June 26-27 at the Radisson South Hotel in Bloomington, Minn.

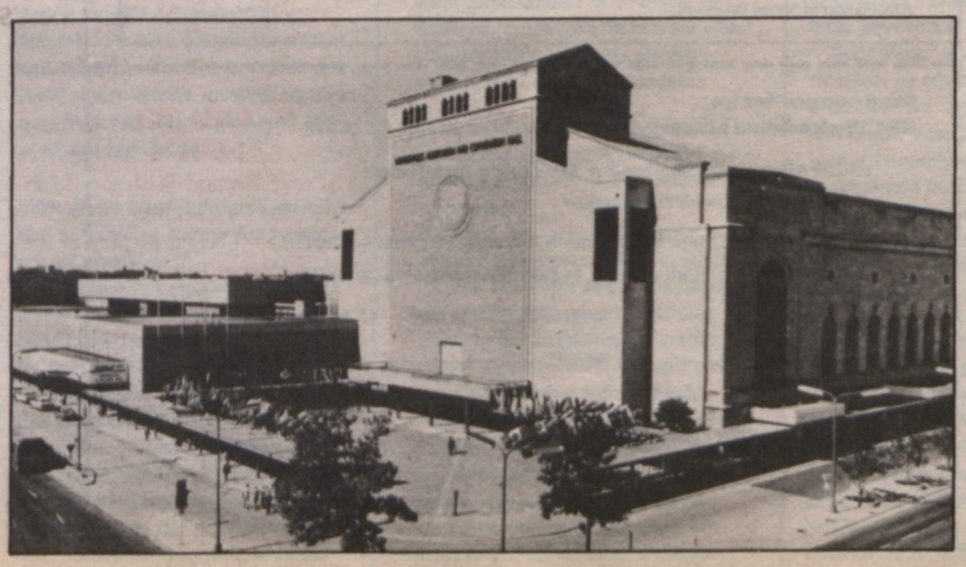
The program will include training sessions on power analysis, organizational leadership, stress management, and interpersonal relations as well as a series of workshops on child abuse, comparable worth, classroom discipline, the current status of civil rights, and other topics. Registration fee is $35. Participants will receive two luncheons and two nights' lodging at the hotel (double occupancy only).

On June 28, at Minneapolis' Leamington Hotel, NEA Instruction and Professional Development will offer a one-day conference that will include three concurrent colloquiums on the key topics of teacher evaluation, teacher testing, and new directions in teacher education.

The IPD program will begin with a keynote address on "The State of the Educational Reform Movement" by Theodore Sizer, author of *Horace's Compromise: The Dilemma of the American High School.*

A variety of other groups—among them NEA-Retired and the Student Program—will conduct pre-RA conferences and workships. Information on all conferences is in each delegate's official packet. For further details, contact the NEA Office of Convention and Conference Management. Disabled delegates who will need special equipment or services should contact the Office (202-822-7777) immediately.

—Carl Luty



Top: More than 20 natural lakes lie within the Minneapolis city limits. So if this summer's debate at the Convention Center (left) heats up, there's sure to be a balmy spot where NEA delegates can cool their feet and calm their heads.

SEEKING OFFICE

Assembly Delegates To Elect National Association Leaders

Delegates to the 1984 NEA Representative Assembly will elect the NEA secretary-treasurer, two members of the Executive Committee, and an at-large representative of ethnic minorities on the NEA Board of Directors.

The secretary-treasurer will serve a two-year term beginning September 1, 1984; the two Executive Committee members will serve three-year terms beginning the same date. The at-large Board representative will serve the unexpired portion of a term that runs through August 31, 1985.

It may be necessary for the Representative Assembly to fill additional at-large positions on the Board pursuant to Article V, Section 1(c), (d), and (e) of the NEA Constitution. These additional elections will be announced after June 1 if they become necessary.

The candidates pictured here had filed for office and submitted statements by April 1, 1984. Candidates for each office are presented in the order in which they filed. NEA disclaims any responsiblity for the content of the candidate statements.

Candidates may file at any time. Additional information, including an official filing form, is available from the NEA Executive Office at NEA Center. Submission of filing forms does not constitute nomination for office. Nominations will take place at the first business meeting of the Representative Assembly, Sunday, July 1, in Minneapolis. First-ballot voting will be on Monday, July 2.

Candidates shall have been active or educational support members of the NEA for at least two years immediately preceding the election.

For Secretary-Treasurer

Roxanne Bradshaw

In this decade, 1983-84 will be remembered as the year of attacks on public education. The major challenge we face is that of controlling and changing the momentum to generate positive results for our members.

I was elected NEA secretary-treasurer on a proven record of leadership at the local, state, and national levels. During this year the Association has achieved a financial security not experienced in the previous 10 years. The on-line accounting system has facilitated a new variance report of program expenditures which is now used by the Executive Committee. The relationships between state Association secretary-treasurers and the NEA have continued to improve.

I ask for your vote so that I may continue my commitment and contribution to the NEA leadership team.

For Executive Committee (two seats are open)

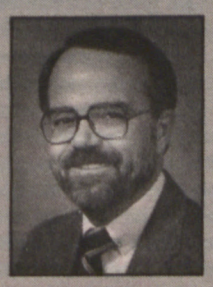
Pearl Mack

When I first sought your support of my candidacy for the position of NEA Executive Committee member, I stated, "We are not the problem in our public schools. We are the solution."

I carried that message to the membership, media, politicians, communities, and parents. I expanded upon that message from the smallest rural to the most industrialized urban area.

In seeking your vote for reelection, I promise continued candid, knowledgeable, and articulate responses to address the myriad of issues we must deal with in all arenas. I encourage your involvement; for I grow increasingly excited and optimistic about our future as we work together.

Public schools and their employees are the best and brightest success story America has. I'm working to keep it that way.



Bob Chase

A candidate for the NEA Executive Committee should be able to exhibit a wealth of experience at all levels of the Association. As a past president of his local and state associations and as a member of the NEA Board of Directors, Bob Chase demonstrates that experience.

A long-time advocate for public education, students, and members of our Association, Bob has a record which clearly illustrates that he is a leader who will move the Association forward.

The current movement of educational "reform" increases the need for leadership that will advocate the involvement of our members and establish NEA's position as the leader in the field of education. At the same time, Bob is committed to maintenance and enhancement of our role as the leading advocate for appropriate salaries and working conditions, bargaining rights for all educational employees, and a society that treats its members in a fair and equitable manner.

SUMMER TREATS

TV/Radio Tips

NEA recommends the following broadcasts to members, students, and their families:

Faces, Mirrors, Masks: Twentieth Century Latin American Fiction—*National Public Radio; check local listings for dates and times.* 13-part series of half-hour programs highlights Latin American writers.

Frontline—*PBS, Mondays, 8-9 p.m. ET. June 4:* "Bread, Butter, and Politics." Documentary showing the human side of hunger in America. *June 11:* "A Journey to Russia." Telecast about three young American debaters that emphasizes the misperceptions Americans and Russians have about each other.

The Lions of Etosha: King of the Beasts—*CBS-TV, Wednesday, June 6, 8-9 p.m. ET.* A look at the pride, beauty, and adventure present in the family life of one of the most powerful animals on earth.

Bill Moyers: A Walk Through the Twentieth Century—*PBS, Wednesdays, 8-9 p.m. ET. June 13:* "America on the Road." A look at the impact of the automobile on American life. *June 20:* "Postwar Hopes; Coldwar Fears." An examination of life in the 1950's. *June 27:* "The Image Makers." Documentary about the lives of two men who pioneered the concept of public relations.

Buddenbrooks—*PBS, Mondays, June 18 through August 13, 9-10:30 p.m. ET.* Nine-part adaptation of Thomas Mann's novel about four generations of a rich and powerful family in 19th-century Germany. Although televised in English, this show may also be heard in German via DATE (Digital Audio for TV) stereo.

Power and Prejudice in America—*PBS, Monday, June 25, 8-9 p.m. ET.* A look at the current Black political movement. Focuses on Quitman County, Miss., where Blacks have wrested control from a previously all-white board of supervisors.

Democratic National Convention—*ABC-TV, CBS-TV, NBC-TV, CNN, PBS, Sunday through Thursday, July 15-19; check local listings for times.* Live from San Francisco.

Reading Rainbow—*PBS, Mondays through Fridays, July 16 through September 7; check local listings for times.* Twenty half-hour shows—five new and 15 rebroadcast—designed to tempt first and second graders to read during the summer. A study guide for this series appeared on the back cover of the June 1983 *NEA Today.*

Summer Olympics—*ABC-TV, Friday, July 27, through Monday, August 13; check local listings for times and events.* Selected events from the 1984 summer Olympics in Los Angeles.

Republican National Convention—*ABC-TV, CBS-TV, NBC-TV, CNN, PBS, Sunday through Thursday, August 19-23; check local listings for times.* Live from Dallas.

Colorsounds—*PBS, Fridays through the summer months; check local listings for times.* Musical video techniques provide basic instruction in grammar, including sentence structure, parts of speech, and punctuation. Designed for students in middle school and beyond.

Books for Lazy Days

*The following are all paperbacks, none heavier than 19 ounces (*Vanity Fair*), most suitable for the beach.*

Abusing Science: The Case Against Creationism. Philip Kitcher. In the author's words, "a manual for intellectual self-defense" when the creationists attack. MIT Press, $6.95.

At the Heart of the Mountain: A BASIC Adventure for the Commodore 64. Nathaniel L. Scrimshaw. A whimsical story—which periodically branches to lessons on computer programming—about summer in New Hampshire's White Mountains. Birkhauser, $9.95.

Belles on Their Toes. Frank B. Gilbreth, Jr., and Ernestine Gilbreth Carey. The sequel to *Cheaper By the Dozen* takes the 11 Gilbreth children into the Flapper Age. Bantam, $2.50.

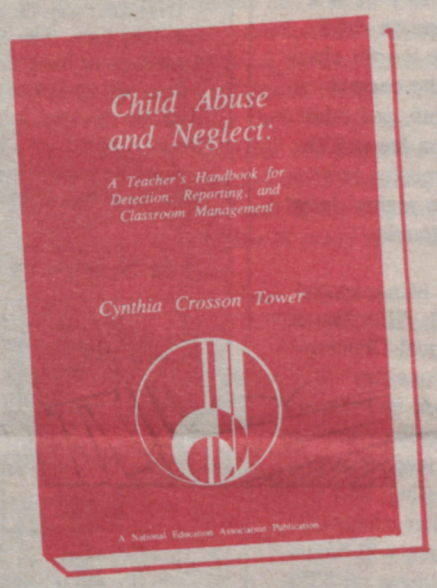
The Complete Book of the Olympics. David Wallechinsky. Trivia—and serious data—on the Olympics since 1896. Penguin, $10.95.

The Disappearance of Childhood. Neil Postman. A philosophical turnabout by the co-author of *Teaching as a Subversive Activity.* Dell, $3.95.

Vanity Fair. William Thackeray. A reproduction of a 1908 edition, with 193 engravings and woodcuts by the author. Oxford University Press, $6.95.

The Whole-Truth Home Computer Handbook. Charles Platt. Written, says the *Washington Post,* for those who know nothing about computers except that they want one. Avon, $5.95.

"I wish this book had been available years ago." —B. Boyles, Wilmington, Delaware


Child Abuse and Neglect:
A Teacher's Handbook for Detection, Reporting, and Classroom Management
Cynthia Crosson Tower
A National Education Association Publication

Just listen to what your teacher colleagues say.

"Excellent and valuable!"—J. F. Rhodes, Whitefish, Montana
"Complete, timely, and on target."—P. Roop, Appleton, Wisconsin
"The information is presented efficiently for quick reference in time of need."—J. Mateicka, Yakima, Washington
"This is the best book I have read on the topic."—E. Rohrer, Lebanon, Pennsylvania
"Every teacher, counselor, administrator, and anyone else who works with children needs to have a resource like this."—C. McGibbon, San Antonio, Texas
"Every teacher should read it."—A. Schafer, Florence, South Dakota
"Beautifully concise!"—M. Miller, Dinuba, California.

They're talking about:

Child Abuse and Neglect: A Teacher's Handbook—

—This book objectively and realistically covers: how to recognize abuse and neglect . . . the reporting process . . . validation of suspected abuse . . . helping the abused child in the classroom . . . characteristics of abusive or neglectful parents . . . what teachers can do about prevention. Case histories, extensive bibliography, and descriptions of numerous resources available to teachers make this newest NEA Professional Library publication *the* handbook for all teachers.

MEET THE AUTHOR

Cynthia Crosson Tower is assistant professor and coordinator of the Human Services Program, Fitchburg State College, Massachusetts. She has had extensive experience in writing and conducting training programs about child abuse and neglect, and is a frequent consultant on the subject for schools and social workers.

NEA GUARANTEE

Child Abuse and Neglect is totally guaranteed by NEA. If, for any reason, you find this book is less than we say . . . just return your copy and we'll refund your money: no questions asked! You must be satisfied.

Authoritative. Accurate. Comprehensive.

More than 500 educators served as the Review Board for *Child Abuse and Neglect.* Six other distinguished consultants contributed a comprehensive perspective in the Foreword. They are: Hilda B. Minkoff, president, American School Counselor Association; Becky J. Smith, president, Association for the Advancement of Health Education-AAHPERD; Annette Heiser Ficker, M.D., Children's Hospital, National Medical Center; Alfred Alschuler, clinical psychologist and professor of education, University of Massachusetts; Deborah Bacon, president, National Association of School Nurses, Inc./NEA; and Isadora Hare, senior staff associate, National Association of Social Workers.

Send your order to:
NEA Professional Library, P.O. Box 509, West Haven, CT 06516

ORDER FORM

Child Abuse and Neglect: A Teacher's Handbook
Just check your preference below . . .

(quantity) _____ paperback edition, $7.95 (Stock #0826-X-00-D)
(quantity) _____ cloth edition, $14.95 (Stock #0827-8-00-D)

☐ Remittance enclosed: NEA pays postage

☐ Bill me (Postage and handling charge will be added)

OR, Charge to my ☐ Visa Card ☐ Mastercard
Card number _____ Exp. date _____
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City, State _____ Zip _____

YOU AND YOUR RETIREMENT

Think Twice Before You Choose Early Retirement

John is a 55-year-old business teacher who spends most of his after-school hours in his study. He runs a lucrative mail-order business—and likes to tease his wife about how he'll make them millionaires before they "get old."

Beginning this summer, John will be devoting all his energy to that cool million. He's decided to leave the classroom and take early retirement.

No matter how devoted a teacher you are, there are days when the thought of early retirement seems almost irresistible. But a close look at the financial sacrifices involved is usually enough to make you think twice, because retiring earlier than the normal age means your monthly pension will be substantially lower.

A recent survey by NEA Research found that at least 10 percent of the nation's 16,000 school districts provide an early retirement option. Many of them now "sweeten the pot," offering incentives to encourage employees to retire early by reducing the financial sacrifice this entails.

Local Associations may bargain such options as a way to alleviate the need for layoffs. School administrators may look at the dollar signs and rejoice that early-retirement plans will allow them to replace older, higher-paid teachers with younger ones at starting salaries.

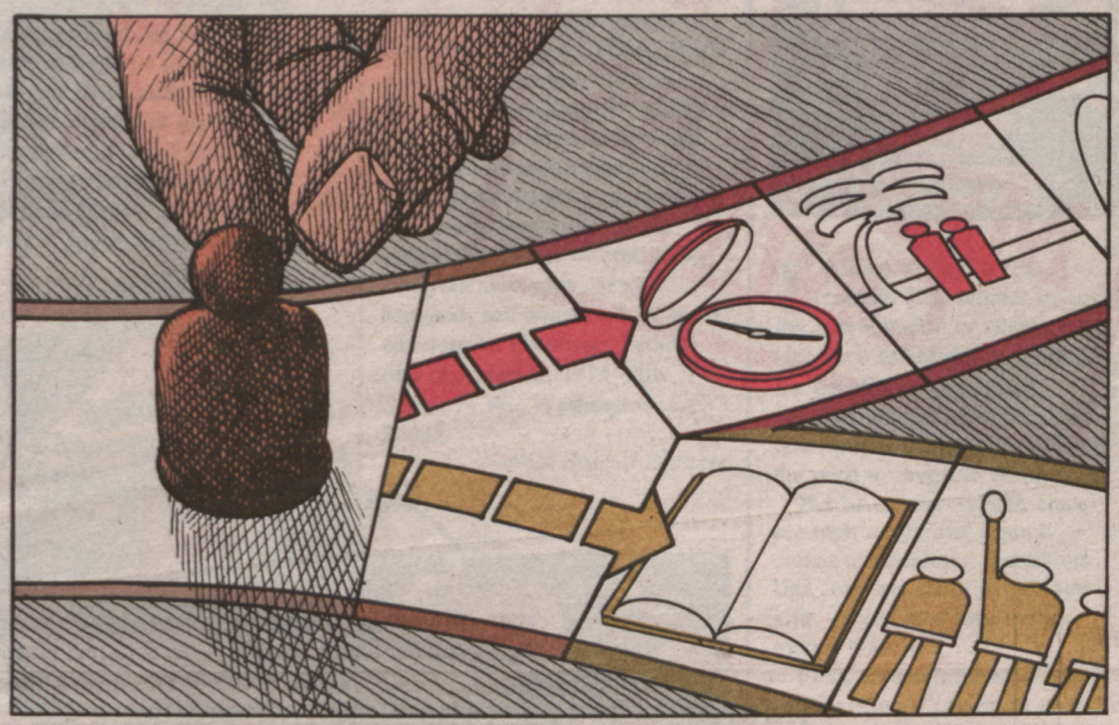
But no matter how generous it appears on the surface, any early-retirement incentive plan should be scrutinized very carefully. For example, let's say you're earning $19,845 a year after 20 years of service. If you retire at age 55 instead of 60 in return for an incentive of $25,000 paid over five years, you'll still lose an estimated $74,500 in benefits, plus more than $114,000 in wages. That's some financial sacrifice!

NEA retirement experts recommend that you seriously consider early retirement only under one of two circumstances. If you, like John, have another job at hand that will more than compensate for the loss of benefits, early retirement can be a golden opportunity for guaranteed income while embarking on a new career.

Or if you are genuinely convinced that to continue teaching would be detrimental to your health, getting out early may literally be a life-saving alternative.

But it's clear that school districts' motives for offering early retirement incentive plans are far from selfless—as is the way the provisions are calculated.

So it's up to you—ideally with help from an attorney or financial planner—to find out some crucial things about your early retirement incentive plan *before* you decide to clean out your desk and head off into the sunset.



The best plans—

► Allow you to retain your group health insurance coverage from the time you retire until you reach age 65, when Medicare becomes available.

► Offer you a monetary incentive that at least replaces the actuarial reduction that the retirement system imposes if you retire before the normal age. Actuaries point out that in times of high inflation, such reductions aren't necessary for the financial health of the system. But it takes legislative action to eliminate or modify them. Early retirement incentive programs can be bargained locally in most states.

► Are easy to compute. While some school districts use highly complex formulas, the clear, simple one that everyone can understand and calculate is best.

► Don't penalize you unduly at tax time. Receiving a lump sum payment will substantially increase your tax burden.

► Don't negate other fringe benefits you would receive if you continued to work until normal retirement age.

—Vicky Lytle

YOU AND THE LAW

Securing a Federal Right To Bargain

The delegates to NEA's Representative Assembly have set as one of the Association's top legislative priorities the passage of a federal bargaining law for employees of public schools, colleges, and universities. But little progress toward that goal has been made to date.

The Reagan Administration, for its part, has vigorously applauded Polish workers for their struggle to gain basic bargaining rights, while steadfastly refusing to consider extending those same rights to public employees right here in the U.S.

NEA's Board of Directors recently voted to step up the Association's activities on behalf of a federal collective bargaining statute, and NEA has developed a new proposal. Here are the answers to some questions you may have about this proposed legislation.

Why do we need a federal collective bargaining statute for public school employees?

Federal law has guaranteed private sector workers the right to bargain collectively for over 50 years. Public workers enjoy no such protection.

Some states have passed laws that grant public employees bargaining rights. But many of these statutes are inadequate, and public employees in many other states do not enjoy even the most elemental right to discuss wages, hours, and conditions of employment—or even to have their grievances heard.

That's a tragedy. Experience shows that, by facilitating the amicable resolution of labor-management disputes, a system of collective bargaining can help reduce job dissatisfaction among school employees—and enhance excellence in education.

Does the proposed legislation cover private as well as public school employees?

The legislation covers only employees of educational institutions that are tax-supported or under the administrative control of a state or local government. With a few exceptions, employees in private educational institutions are already protected by federal labor law.

How would the new NEA-backed legislation guarantee collective bargaining rights for public school employees?

If passed, the proposed legislation would require every state to adopt a "Labor Relations Plan" guaranteeing certain collective bargaining rights to the employees of public school districts, colleges, and universities that receive federal funds.

If a state failed to adopt a Labor Relations Plan or if its Plan were not approved by the U.S. Secretary of Labor, the proposed legislation would require the federal government to cut off all federal funds to educational institutions in the state.

What rights must be guaranteed by a state Labor Relations Plan?

The state Plan would have to guarantee public employees' right to join and participate in the activities of an employee organization, and to select an exclusive representative to bargain with their employer over salary, hours, and other terms and conditions of employment.

A state Plan that didn't guarantee an employee organization's access to employee work areas and meeting facilities would be rejected, as would any that didn't guarantee the right to have dues deducted automatically from paychecks.

State Plans would also have to establish an equitable and meaningful procedure for resolving impasses that might arise in the course of collective bargaining. Finally, state Plans would be expected to allow employees' exclusive representative the right to negotiate a provision requiring nonmembers to pay a specified fee for services rendered.

Does the proposed legislation guarantee the right to binding arbitration or the right to strike?

Yes. The legislation provides that the final step of the impasse resolution procedure must "provide for arbitration of unresolved issues and/or authorize the exclusive representative to strike." The choice between these options is to be made by each state, and a state Plan that provides for arbitration, the right to strike, or some combination of these methods would be acceptable.

Does the legislation guarantee collective bargaining rights for ALL employees of educational institutions?

It would guarantee such rights for all employees except those in "policy-making positions." The legislation specifically provides that college and university faculty will not be excluded from bargaining as policy-makers because they participate in a faculty senate or other system of institutional self-governance.

How would the proposed legislation affect existing state public employee collective bargaining statutes and other laws protecting the substantive rights of public school employees?

Most state public employee bargaining statutes already on the books would meet the requirements of the proposed legislation with little or no upgrading. And the federal legislation will have no adverse effect whatsoever on tenure, pension, sick leave, and other substantive statutory protections that public employees may have in a particular state.

Is the proposed legislation constitutional?

Congress has broad authority under the spending power, and most legal analysts believe that this type of statute would survive a constitutional challenge. Indeed, no congressional spending power legislation has been struck down since the mid-1930s.

What is NEA doing to secure passage of this new federal collective bargaining statute?

NEA's first task is to elect senators, representatives, and a President who support this legislation. To achieve this end, the NEA-PAC Council—the highest decision-making body of NEA's political action arm—is asking all candidates who seek NEA's backing where they stand on federal public employee collective bargaining legislation.

NEA Government Relations is placing this new collective bargaining proposal on the agenda of all briefings for the Congressional Contact Team. This grassroots lobbying network includes two Association members from every congressional district in the United States.

The new NEA federal bargaining proposal will also be discussed at NEA conferences, and NEA Communications is preparing an informational packet about the legislation for distribution to NEA leaders and members of Congress.

In light of NEA's efforts to pass federal legislation, should we lessen our efforts to enact and improve state public employee collective bargaining legislation?

Absolutely not. Until Congress acts, public school employees must look to state legislatures to guarantee collective bargaining rights.

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Information about the New Independent Educators (NIE) Life Insurance Plan is available to members only. It is not available to the general public! NIE offers decreasing term coverage of up to $200,000,* an automatic monthly contribution option and optional spouse and dependent child(ren)'s coverage—all at attractive group rates. Send for details today.

*Amounts vary by age and schedule selected.

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10

PERSONALLY SPEAKING

MONEY

Choose Your Saver Flavor

Have you ever gone to a gourmet ice cream parlor and been so overwhelmed by the choices (Mocha Walnut Fudge Ripple or Peach Shortcake Delight?) that you eventually gave up and ordered vanilla? Today, deregulation of the banking industry has overwhelmed many people—maybe you—with the same elaborate variety.

Unfortunately, what's at risk isn't ice cream but literally *billions* of dollars. The Consumer Federation of America estimates that the average household has $2,500 in a passbook savings account earning 5.5 percent interest—about $137.50 a year. In one of the new savings instruments that pay market rates, the same nest egg would earn from $200 to $275. So Americans lose about $7 *billion* a year by not taking advantage of today's savings options.

The reason many people stick to their passbook accounts is that they're confused by the variety of other types of savings accounts. But choosing the right one isn't as hard as it looks. Just ask these four questions:

►*What's the yield?* Get all rates converted to annual percentages, and ask whether they're fixed or fluctuating. Choose fixed rates if you think interest rates will go down, and fluctuating rates if you think they'll go up. If (like most of us) you don't know which way they'll go, at least choose *one*—either is better than a passbook!

►*How liquid is it?* In other words, how easily can you get your money if you need it? Can you write checks? Are there penalties for early withdrawals, or can you withdraw money only at certain intervals? Unless you're absolutely sure you won't need your funds soon, take the most liquid account you can find.

►*How safe is it?* Is your money insured by an agency of the federal government or some other organization? If so, up to how much?

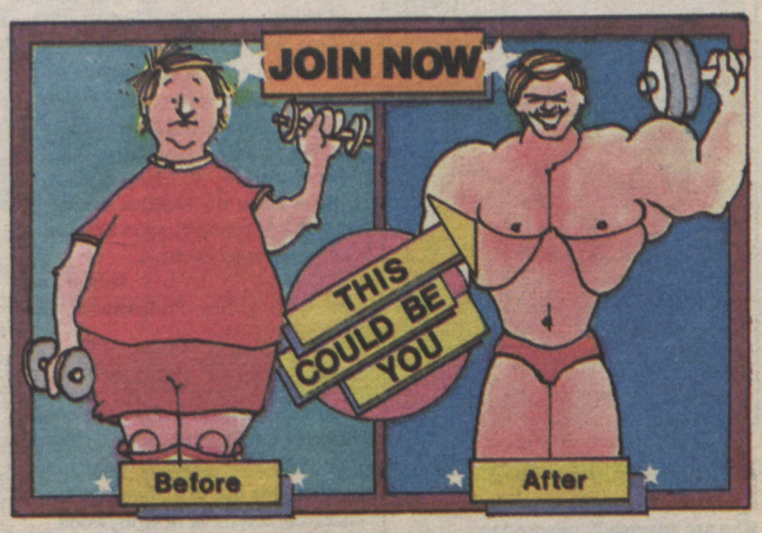
►*What are the service charges?* Fees, one-time or periodic, can turn a high-interest account into a low yielder. If it's a checking account, add the fees for the number of checks you normally write in a month.

The Consumer Federation of America publishes a pamphlet explaining how to assess the range of accounts offered today. For your free copy, send a stamped, self-addressed business envelope to Consumer Federation of America, 1314 14th Street, N.W., Washington, DC 20005.

—NEA Special Services

HEALTH

Spas: Exercising Judgment



Looking to shed a few pounds this summer by joining a health club or fitness center? Such establishments offer the benefits of swimming, weight training, aerobics, and other physical activities without the need to invest in equipment.

But be careful—health clubs are high on the list when it comes to consumer complaints. Use common sense before you join, or you may lose more money than flab!

First, research the club and what it offers. You don't want to pay for a swimming pool if you only want dancercise classes. Is the club bonded? Are the instructors properly trained? Are the hours convenient and the facilities clean and well-maintained? Always inspect the club during the hours you plan to use it—a club that's empty on a weekend may be crowded after work.

When you find a fitness center that meets your needs, read the contract carefully. Make sure everything you've been promised is in writing. Notice the refund and cancellation policies: is there a "cooling-off period" during which you can change your mind?

Start off with a trial membership, or ask to use the facilities once or twice before committing yourself. Then get the shortest membership possible—the savings from a long-term contract will evaporate if you stop going after a few months.

Another factor to consider is whether the spa is part of a chain. Chains allow more flexibility in where you work out—but if the spa near you closes, you may have to go to another that's less convenient rather than get a refund.

Finally, consider using a credit card to pay for your membership even if offered a discount for cash. In case of trouble, credit card companies can be helpful in getting a refund if you can prove you've made a good-faith effort to resolve your differences with the spa. If you pay cash, you'll have a lot less leverage if you start getting worked over instead of worked out!

—NEA Special Services

LEISURE

Slip-Ups Can Zap Your Trip

A pair of newlyweds were headed for the Des Moines airport when they ran into a traffic jam. They not only missed their charter flight to Jamaica, but under the terms of the charter, they couldn't get a refund.

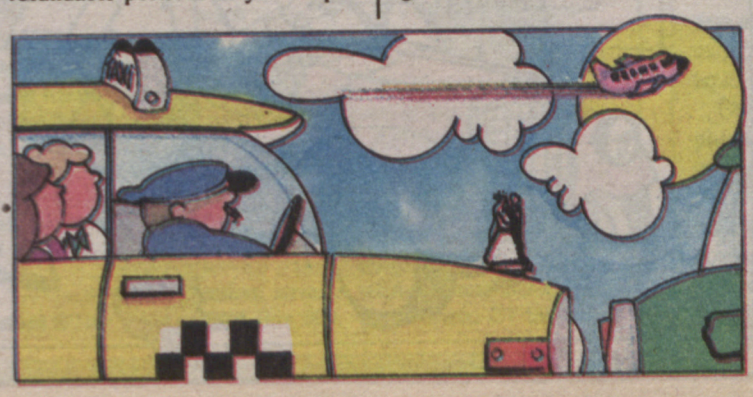
A ruined honeymoon? No, this story had a happy ending. The couple had been wise enough to insure the full value of the trip. A week later, they were on their way to Jamaica. The cost to insure their $1,100 vacation: about $50.

Traveling always entails the unexpected—and the unexpected can be expensive. By buying the right kind and amount of insurance, you can help protect yourself from the financial impact of unforeseen happenings. Buy too much or the wrong kind, and you'll waste funds you could have taken along as spending money.

Here are four kinds of insurance you might consider buying, along with some ways to decide whether they're wise investments.

►*Cancellation insurance*: Most policies will reimburse you for the nonrefundable portions of your trip's cost if you can't go or have to come home early. They often cover not only the traveler's sickness or death, but also that of a family member or business partner. Some even cover "unforeseen circumstances" like the newlyweds' traffic jam—if they're verifiable.

Most policies cost $4.50 to $5 per $100 of coverage. The more circumstances a policy covers, the more it costs, so be sure to insure only the nonrefundable portions of your trip.



You can get a refund for airline tickets on scheduled flights, for instance, but not on charters. And remember, if you're overseas on a charter tour and come home early, you'll have to pay full fare on a scheduled airline.

►*Baggage insurance (covering loss or theft)*: You may already have enough—many credit cards and travel agents give it away free, and airlines are liable for luggage they lose up to a certain limit ($1,250 on domestic flights, varying on international flights). Additional airline baggage insurance is 10 to 15 cents per $100, with limitations.

►*Health insurance*: Ask your present insurer if and how you could make a claim overseas. You may find you need little or no more coverage.

►*Accidental death and dismemberment insurance ("flight insurance")*: Again, check to see if you already have enough coverage through your life insurance, through using your credit card to buy your ticket, or as part of your travel package. If you need more, your Association offers several plans that cover you all the time—not just during your trip.

—NEA Special Services

Letters

Bilingual Education

There are many, many teachers who are adamantly opposed to bilingual education. Teachers throughout California have been forced to take Spanish classes two nights a week so they can keep their present positions. Many teachers who do not want to work toward a bilingual credential have been laid off and bilingual teachers hired.

Uncredentialed aides are often the ones teaching academic subjects to students of limited English ability. In some districts, college students with only 90 units of credit are being hired to teach bilingual classes, because they speak Spanish.

I am not in favor of the sink-or-swim approach. But there are effective alternatives to teaching children in their native language.

I teach in an area with a very effective English-as-a-Second-Language program. The Hispanic parents in our community are very pleased with it. They do *not* want their children taught in Spanish.

Diane Canup
Long Beach, California

Student Jobs

Your May debate on the wisdom of teenagers' juggling jobs and high school interested me. As an English teacher I could certainly agree with Valerie White's point of view. All her reasons against part-time jobs for teens were relevant.

Many other people must agree with her viewpoint too, because as of July 1 Virginia will require that all high school students be in class for five and a half hours a day unless enrolled in distributive education or vocational office training programs. I'm hopeful that in the future more parents and teens will see the need for more hours in the classroom and fewer or no hours in part-time work.

As adults, we must work until we retire. As students, we attend school only 12 years. It seems criminal to cut this brief period even shorter, when we consider the long-lasting results.

Rebecca T. Nance
Collinsville, Virginia

Many parents encourage their children to get part-time jobs so they won't have to put up with them after school and in the evening. Most parents would cherish the thought of their children buying their own clothes, school supplies, and necessities.

Even though most student jobs are menial labor, a learning process is still being conducted, whether Valerie White realizes it or not. Of course, there are many students who can't cope with getting a good education and having a part-time job. But at least let the ones who *do* want to work try it. Many students will not admit the fact that they can't do both—but careers and vocations must start somewhere.

Judson Lada
New Philadelphia, Ohio

300 Percent Drop?

I believe your paper is in need of a math consultant.

In your May "Trends" you mention that use of a computer to check on absentees in Hollywood, Fla., has caused a drop of 300 percent. When I taught mathematics I thought that 100 percent was all of it.

Frederic T. Mann
Claymont, Delaware

Ed. note: We agree with you 1000 percent!

'We're Growing'

I was delighted to read about speech therapist George Arnold on your April "People" page. Our profession is a growing one; more of us work in schools than in any other setting.

Our job is frequently misunderstood by our teaching colleagues, who perceive the "speech teacher" as dealing mainly with students who lisp or have other articulation problems. Actually, we provide a diversity of services for children with disorders of language, voice, fluency, and articulation. With the advent of P.L. 94-142 and the increasing number of more severely handicapped individuals now in the schools, the nature of our caseloads has changed.

Speech/language pathologist is our name—and effective communication is our aim.

Lizbeth J. Stevens
Warren, Michigan

Testing Teachers

I don't see where Lura Holifield ("Forgive Me If I Sound Bitter," April) gets the idea that the state of Arkansas is saying she is incompetent by requiring her to take the teacher test. As I see it, she would be incompetent only if she failed the test.

I agree that the test should not be the only determiner of certificate renewal or withdrawal; it should be only one part of a package that would also include classroom observation. But I do think that people have a right to expect their children's teachers to possess the basic skills they teach. (The teacher of any subject is, to some degree, a teacher of reading, writing, and math.)

If this written test is to be the only standard for certification renewal, competent Arkansas teachers should be relieved that they have such an easy way to keep their jobs.

Robert Dawson
Round Lake, Illinois

'No profanity language.' 'Write one paragraph about the day. When you finish your write, give it to me.' 'Where did there family go?'

These three examples were taken from the chalkboards of two elementary teachers. The first two came from a teacher with an M.A. and 20 years' experience.

This is why we teachers need to be tested. Those of us with the level of skill exemplified by these examples should have something done: either remediation or termination.

I will gladly take a proficiency test to prove to doubters that I deserve to be entrusted with educating children. If I can't pass one, I don't deserve that honor!

Abbey R. Sondak
Gaithersburg, Maryland

30 Years After 'Brown'

Thank you for the April cover story, "Desegregating America's Schools," with its focus on Charlotte, N.C. I was a student teacher there many years ago and went back for a visit last year. The city is truly on the move. I heard a lot about the integrated school district.

While I found it all very exciting, I could not help but remember the segregated schools I used to know. I wondered how often the left-over racism and bigotry we knew then get in the way of today's children's chances for getting their fair share of the educational pie.

Black parents everywhere must be ever mindful of the fact that we're still getting the short end of the stick most of the time.

V. Madge Haynes
Montclair, New Jersey

This Is Leadership?

Come on, Robert W. Jorgensen of Niles, Michigan: grow up!

Your letter in the April *NEA Today* complains of the possibility of "a return to the Democrats' policies of tax and spend." Your own Ronald Reagan, while piously insisting on a constitutional amendment banning deficit spending, has run up *yearly* federal deficits of $200,000,000,000, feathering the nests of the Pentagon and the nuclear megabucks brigade.

At the same time, his solutions to educational problems consist of official prayers in public schools, tuition tax credits, an end to busing, and declaring catsup a vegetable in order to fudge on the school lunch program. This is educational leadership?

Fred Ehrstein
Belleville, Illinois

I share NEA President Mary Futrell's view of President Reagan's policies and performance in the area of education, and I'm very glad that she is speaking out against his lack of real support. It will be crucial in the months ahead that the voters be made aware and reminded of his attack on education programs. We can be certain that the President and his reelection brigade will do their best to distract us from the D's and F's on his Presidential report card.

I do not understand how anyone who knows anything at all about what Reagan has done to the Department of Education, physically disabled students, disadvantaged children, etc., could think he has done a good job.

The next time someone who approves of President Reagan's performance in education gets his or her letter printed on this page, I want to see a list of good things Reagan has done for us. I sure have not learned of them through the news media.

Madeliene Fong
Sacramento, California

Love Letter

This is a love letter. As a retired teacher, age 82, perhaps I should not be writing love letters—but this is written with my wife's knowledge, acquiescence, and approval.

The subject (or object) of this love letter is the NEA president, Mary Hatwood Futrell. She is something special. Her editorials in *NEA Today* and the Michigan *Teacher's Voice* are excellent.

It first occurred to me that she would make an excellent Vice-Presidential running mate for Walter Mondale. But no—to preside over the United States Senate is not enough for her. I nominate her to be secretary of education in the Mondale cabinet!

Richard D. Rowley
Ewen, Michigan

Reward Attendance?

With all the debate on how to raise teacher morale and "reward" the committed teacher, a simple solution has long been overlooked.

In our district, teachers and other school employees get 15 days of sick leave. Many take it whether they are really sick or not. Why not reward teachers who achieve perfect attendance records with a bonus instead of a certificate? Look at the money they save the public year after year in substitute teachers.

A "perfect attendance" bonus would be greatly appreciated, especially around Christmas. The two-week vacation isn't much fun when one has barely enough income for food, let alone any holiday trimmings. In five years of teaching, my family has never had a tree.

If they want to reward teachers, attendance is at least measurable.

B. Hansen
Las Vegas, Nevada

Missing Bureaucrats

More than a year ago Oakland school board members decided to cut journalism classes—but kept the district PR office intact. They cut out school counselors—but hired an extra attorney. They cut out nurses from all schools—but posted positions for more secretaries at the administration building.

The school bureaucracy, it seems, must be preserved at all costs. But many of these bureaucrats are hard to find. Before 10 a.m. they're "in conference." After 1 p.m. they're "out to a late lunch." And at 3 p.m. they're "gone for the day."

They can occasionally be sighted—wandering through the halls with a styrofoam coffee cup in one hand and the newspaper in the other. They've got their hands full....

Paul August
Oakland, California

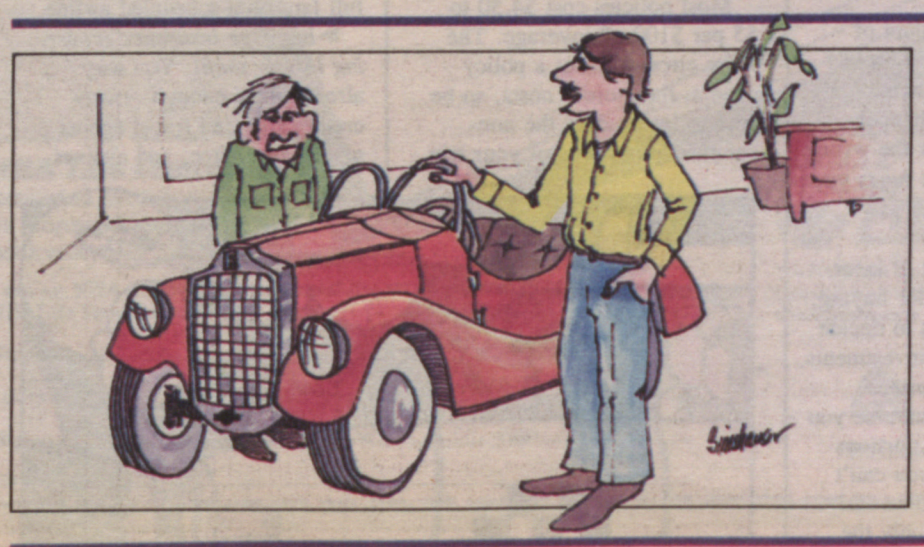
Dropout Returns

I was a teacher dropout—one who thought the grass was greener on the other side. After three years as a teacher and six as a principal, I went into business. Know what I found? Weeds!

When I thought back I remembered being happiest when I was teaching; when I could be with 25 eager students—"my kids"—making them laugh, inspiring them, and seeing their tears of joy. I came back.

Not everyone can be a teacher. Teachers have to love kids, want to help, give that extra effort. Let's fight the negative reports, the disgruntled public, and lack of this and that. Let's put those kids—our kids—first.

Harlan Rimmerman
Omaha, Nebraska



"This model is called the 'Educator.' It stands up under heavy use, gets more mileage, has better performance even with government controls, never needs maintenance, you never put money into it, and when it finally wears out you just throw it away!"

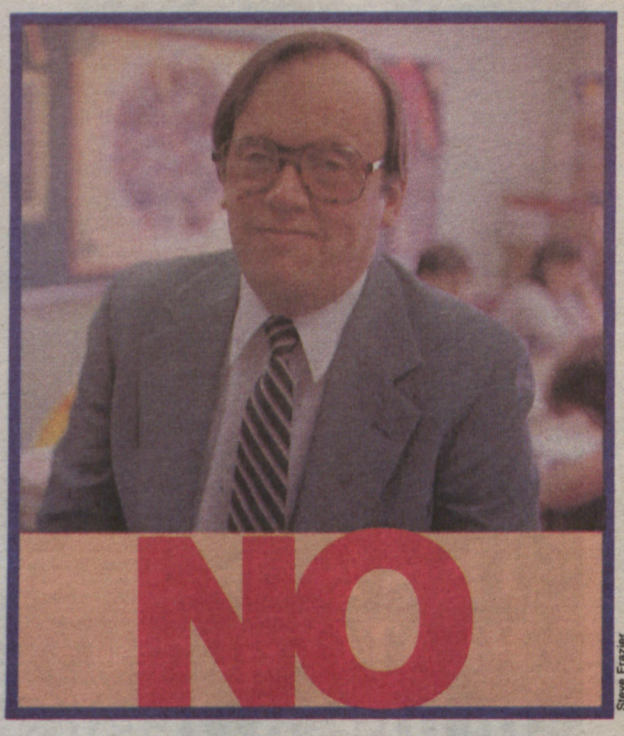
Debate

Should public schools teach values?

YES

Dave Kadleck

Maurine E. Haltiner has taught English at West High School in Salt Lake City, Utah, for 21 years. She is a past chair of the Utah Education Association's Professional Rights and Responsibilities Committee. One value Haltiner advocates is music appreciation; she plays violin in the Wasatch Community Symphony Orchestra.



NO

Steve Frazier

Association member Tom Cordy has taught special education at Peru (N.Y.) Central School for 16 years. He's also an adjunct associate professor of psychology at North Country Community College in nearby Elizabethtown. He currently chairs the New York State Education Department Advisory Commission.

Certainly yes! Values—the very nature of the word is positive. Just as people can't exist physically without food, they can't exist socially without values. Too often, however, we acquire our values the way we sometimes acquire food—casually grabbing them as if they were merely a dish at a smorgasbord.

Such hit-or-miss acquisitions, unfortunately, don't produce adults capable of behaving consistently in ethical and moral ways. Consequently, schools must supplement the family's efforts and present values in an organized manner—much as those who value dining (as opposed to mere eating) might present food in an orderly and internally consistent seven-course meal.

Those who resist the idea of schools' teaching values frequently ask whose values will be taught. *Life, friendship, honesty, achievement, family, freedom, love*—all these are values that enhance the quality of life on this earth. They are positive ideas, so they should be able to coexist and schools should be able formally to teach them.

One approach to teaching values is to make concrete such abstractions as *love* or *honesty*. For instance, students can learn that love is helping a classmate with school work; honesty, not doing so during a test.

The existence of life on earth is our ultimate value. We teachers can encourage behaviors that will enhance its quality. In some situations, the possible consequences of behaviors will show the behaviors to be clearly right or wrong. We can help students learn to identify actions that are always—or almost always—wrong and to anticipate the results of their actions.

But not all potential actions are always "right" or "wrong." Dilemmas appear when options are truly open. Schools can teach students to recognize those problems for which there is no "right" answer. In those situations, we should focus on helping students make good decisions.

By basing lessons on Lawrence Kohlberg's five stages of moral reasoning, for example, teachers can help students acquire more universal, less self-centered standards for making choices.

For "right answers," they can learn to substitute "better reasons." Sources for these reasons can include the great documents of our civilization; the ethical codes of professions; and world literature, including the writings of philosophers.

Many classroom teachers already use these approaches, but on an ad hoc basis, in response to situations that happen to arise. That doesn't go far enough. Schools should set up longer, more structured programs—the seven-course "values dinner" approach.

The Salt Lake City schools use several formal values programs. Teachers base their instruction on a set of 12 democratic principles that the district has compiled. State-directed programs for K-12 students include a course on alcohol use and one on the law.

A recent news article praised schools for teaching computer ethics and asked whether education can teach less specialized values. The answer has to be "yes."

We now have the capacity to make the ultimate choice of life or death for our planet. Our decision will be based solely on our values—and it will be the final "pass-fail" exam for any values course. If we fail, there will be no teachers to record the final grade.

We must pass.

Formalized instruction in values should *not* occur in public schools. I can give five reasons why not, ranging from the philosophical to the mundane.

But first let me give my definition of *values*. I'll follow Milton Rokeach, who, in *The Nature of Values* (Free Press, 1973), defines values as desired "end-states of existence" that are manifested by describable "modes of conduct."

Now for my five reasons why they can't be formally taught.

1. Educators might be able to agree on some vague end-states for curriculums to aim at, but we could never reach a consensus on which modes of conduct would demonstrate that students had achieved them. Ours is a pluralist society. Americans share some values but disagree on many others.

2. We—educators, parents, and community—could never agree on what personal characteristics a teacher of values should have, much less on how he or she should be trained or supervised.

3. Formal values teaching would attract undesirable attention from community-based pressure groups. Such groups already besiege the public schools; values courses would only deepen their involvement.

Pandering to special interest groups isn't the purpose of public schools. So let private, religiously affiliated schools—whose very existence presupposes a unanimity of values—teach values.

4. Historically, none of the methods for teaching values objectively has ever succeeded. Take the "values clarification" approach, in which teachers present different values and students choose the ones they'll call their own. Supporters of values clarification claim it is a non-proselytizing approach. But when does classroom discussion of alternative values approach group counseling—or even group therapy?

The truth is that values clarification techniques often involve a level of self-disclosure that isn't appropriate to the classroom. Of course, some students perceive no serious purpose in values activities anyway and refuse to become involved.

5. The process by which we acquire values isn't amenable to formalized instruction. Just because values are learned doesn't mean they can be taught. We acquire our values through a dynamic, subtle, and lifelong process in which the public school plays a small—though important—role.

Rather than try to teach values, the public schools should maintain an atmosphere in which students can explore and test a variety of "end-states" and "modes of conduct." Such a setting would conform with the pluralistic nature of our society.

Which means we must continue to do what most of us are already doing:

►Define for students the parameters of acceptable behavior.

►Explore with them values questions that arise in academic content areas, such as psychology, biology, or the studio arts.

Our nation's strength lies in the pluralistic nature of our society. That means that our strength depends upon the freedom of our people to select their own values and value systems within the context of an open society.

Formalized teaching of values opens the door to manipulation of these value systems. And therein lies our peril.

NEA Offers Resources for Values Education

Materials presenting a number of approaches to the teaching of values are available from the NEA Professional Library. A sampling:

Values Concepts and Techniques, edited by Alfred S. Alschuler. Basic handbook of readings, with chapters by Kohlberg, Fraenkel, and many others. #1487-1-00-D, 312 pages, $9.95.

Looking at Values (filmstrip kit including two cassette tapes plus guide and script). #0710-7-00-D, $49.

Values Education, by Michael Silver. Comparative study of values clarification, inculcation, moral reasoning, role playing, and other classroom methods used to teach values. #1810-9-00-D, 128 pages, $5.95.

Values Teaching, by Sheralyn S. Goldbecker. Survey of the research on values education. #1039-6-00-D, 32 pages, $2.50.

To order any of these titles, or for more information about NEA's complete in-service training program on values education, write to NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

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